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ABSTRACT

A study was conducted to validate the Oklahoma Curriculum & Instructional Materials Center's (CIMC) Distributive Education II curriculum manual. Participating teachers included sixteen teachers who attended a workshop for training in the use of the curriculum. Arrangements were made to obtain pretest and posttest results from their students on seventeen of the eighteen units in the manual; however, not all seventeen units were completed by all the teachers and six of the teachers were unable to submit any test material from their respective schools. Achievement data were also obtained on selected assignment sheets. Item analyses were made on pretests, posttests, and assignment sheets and included frequency counts of the number of correct answers and the percentage of students having a correct answer on a given item. Correct answers were totaled for each student for each test to obtain a total grade for the student. Teacher and student evaluations were analyzed item by item, and an average response was obtained for their evaluations. The student evaluation average responses for a given unit were then compared with their grades on the posttest. The total for all schools indicated that on nine of the seventeen units students failed to get an aggregate of 80 percent correct answers. (Specific results for each unit are discussed.) Correlation between teacher evaluation scores and student evaluation scores was insignificant. Correlations between teacher evaluation and student achievement and student evaluations and student achievement were significant, though weak. Data tables are appended. (BM)

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VALIDATION OF DISTRIBUTIVE EDUCATION CURRICULUM MANUAL

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May, 1980
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ABSTRACT

This report is the result of a field test of Distributive Education II curriculum materials developed and published by the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education. The report is documented in a related publication, "Validation of Distributive Education Curriculum Manual: Appendices" which contains tables of field test results.

The results and conclusions reported herein relate to student achievement, teacher evaluation, student evaluation, and teacher comments for each unit of the manual.

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INTRODUCTION

Over the past several years the Curriculum & Instructional Materials Center (CIMC) at the State Department of Vocational-Technical Education has developed a large number of curriculum manuals. These have been standardized in format and are used by many curriculum centers and instructors in several states.

Due to the needs of teachers to have immediate availability of good curriculum materials, the CIMC processes have not included a field test of materials before they are released for sale to local schools. The validity of the content is assured through the extensive use of advisory committees composed of vocational teachers and journeymen for the trade or trades to which a specific manual is directed. Past experience and feedback from teachers have given validity to the format and the usability of materials by students and teachers. This is the fifth study of a series to determine validity in terms of student ability to attain performance objectives of the curriculum.

The purpose of this study was to validate the Oklahoma CIMC Distributive Education II curriculum manual. All but one of the units in the manual were tested.

DESIGN AND METHODOLOGY

Past validation studies with Oklahoma curriculum materials have been based on random samples of users who would agree to participate in the studies. For the purpose of this study, a decision was made to select only those participants who had been trained in use of the curriculum manual. A one-week workshop was held at Central State University during the summer of 1978 to train Distributive Education teachers in the use of the new Distributive Education II manual and to develop ancillary materials for use with the manual. Sixteen teachers attended that workshop and became the participating teachers for this study.

Staff of the Research Unit visited with the teachers at the workshop and made arrangements to obtain pretest and posttest results from students on seventeen of the eighteen units in the manual. One unit, "Cash Register," was omitted since a majority of the teachers would not be teaching the unit. In addition to the unit tests, achievement data were also obtained on fifteen selected assignment sheets where performance would be measured, e.g., one assignment sheet could be used to measure the student's ability to correctly fill out a sales slip.

The staff meeting with teachers at the workshop disclosed some problems. It was discovered that the teachers would not teach the units in the same sequence, that some units would not be taught by some teachers, and that the decision of teaching some units would depend on time available near the end of the school year. In addition, for one reason or another (such as a teacher changing job assignments before the school year started), six of the teachers were unable to submit any test material from their respective schools. Table 1 lists the final data collection results and indicates the number of students in Distributive Education at each school.

TABLE 1

PARTICIPANTS IN THE STUDY

School Number	Number of Students	Number of Units Submitted
1	62	11
3	27	1
6	22	17
7	28	8
8	30	6
9	32	12
10	38	1
12	31	9
13	28	12
14	29	8

Teachers collected the student achievement data in the following manner. A copy of the performance-based test which is included in each unit was furnished, and teachers were asked to administer the copy at the time they were introducing the unit to the class. The unit test in the manual was administered by the teacher after the students completed the unit. The selected assignment sheets were completed at the teacher's discretion while the students were working through the unit.

The tests and assignment sheets were graded item by item; i.e., the teacher indicated on each test that each question was answered either correctly or incorrectly. Teachers were free to include additional test items, to weigh results, or to discount some items in terms of grades given to students; however, the project staff considered only the items on the unit tests and assignment sheets.

Teachers also completed an evaluation of the unit at the end of each unit and administered an evaluation instrument to each student. These evaluation instruments are exhibited on the following pages. When teachers had collected all items for a given unit, i.e., pretest, posttest, assignment sheets (if appropriate), student evaluation, and teacher evaluation, they were mailed to the Research Unit. Data were keypunched and the tests and assignment sheets were returned to the teacher.

Item analyses were made on pretests, posttests, and assignment sheets and included frequency counts of the number of correct answers and the percentage of students having a correct answer on a given item. Correct answers were totaled for each student for each test to obtain a total "grade" for the student. Teacher and student evaluations were analyzed item by item, and an average response was obtained for their evaluations. Items on the evaluation instruments were randomly assigned so that a "1" was a positive or favorable response in about half of the cases and a "5" was the most favorable response in the remaining items. A computer program was used to make all responses where "1" was equal to the most favorable response and "5" was equal to the least favorable response. The student evaluation average responses for a given unit were then compared with their grades on the posttest by use of the Pearson Product Moment correlation technique.

EXHIBIT I
UNIT EVALUATION

School Number: _____

Unit Number: _____

DIRECTIONS: Fill out this form upon completion of teaching each unit. Please use the back of this page for further comments.

1 Number of hours needed to teach this unit: _____.

Included below are a number of statements which could be applied to the unit that you have just finished teaching. Read each statement carefully. Circle the number closest to the term that best describes the way you feel. Do not circle the word itself.

Example: I thought the book was:

Informative	(1)	2	3	4	5	Uninformative

By circling the number closest to the word, it is understood that the teacher feels that the book was informative.

A. The materials provided (transparencies, games, objectives, and information sheets) to teach this unit were:

2	Complete	1	2	3	4	5	Incomplete
3	Sophisticated	1	2	3	4	5	Naive
4	Helpful	1	2	3	4	5	Useless
5	Irrelevant	1	2	3	4	5	Relevant
6	Time saving	1	2	3	4	5	Time consuming
7	Untimely	1	2	3	4	5	Timely
8	Dull	1	2	3	4	5	Stimulating
9	Meaningful	1	2	3	4	5	Meaningless
10	Illogical	1	2	3	4	5	Logical
11	True Technical Content	1	2	3	4	5	Untrue technical content

Written Comments: _____

_____

_____

B. I feel that the materials provided to evaluate the unit (assignment sheets, job sheets and tests) were:

12	Irrelevant	1	2	3	4	5	Relevant
13	Fair	1	2	3	4	5	Unfair
14	Broad based	1	2	3	4	5	Confining
15	Subjective	1	2	3	4	5	Objective

Written Comments: _____

_____

_____

EXHIBIT I, continued

C. I felt that this unit was:

16	Thought provoking	1	2	3	4	5	Superficial
17	Unimportant	1	2	3	4	5	Important
18	Colorful	1	2	3	4	5	Colorless
19	Non-Sexist	1	2	3	4	5	Sex-Biased
20	Not enjoyable	1	2	3	4	5	Enjoyable

Written Comments: _____

_____

_____

D. When teaching this unit I felt:

21	Insecure	1	2	3	4	5	Secure
22	Satisfied	1	2	3	4	5	Frustrated
23	Uninformed	1	2	3	4	5	Informed
24	Unsuccessful	1	2	3	4	5	Successful
25	Confident	1	2	3	4	5	Hopeless
26	Inadequately trained	1	2	3	4	5	Adequately trained

Written Comments: _____

_____

_____

E. I feel that my students' reaction to this material was with:

27	Boredom	1	2	3	4	5	Interest
28	Satisfaction	1	2	3	4	5	Frustration
29	Confusion	1	2	3	4	5	Understanding
30	Uncooperation	1	2	3	4	5	Cooperation

Written Comments: _____

_____

_____

F. In relation to other materials that I have seen or used on this subject, I feel that this material is:

31	Unreasonable	1	2	3	4	5	Reasonable
32	Refreshing	1	2	3	4	5	Weary
33	Uninformative	1	2	3	4	5	Informative
34	Helpful	1	2	3	4	5	Useless
35	Time saving	1	2	3	4	5	Time consuming
36	Complete	1	2	3	4	5	Incomplete
37	Important	1	2	3	4	5	Unimportant
38	Regressive	1	2	3	4	5	Progressive
39	Disorganized	1	2	3	4	5	Organized

Written Comments: _____

_____

EXHIBIT II
STUDENT QUESTIONNAIRE

School: _____
Student Number: _____
Unit Number: _____

Included below are a number of statements which could be applied to the unit you have just finished. Read each statement carefully; then look at the rating scale below and decide which rating best represents the way you feel about the statement. Circle the number closest to the term that best describes the way you feel. Do not circle the word itself.

Example: I thought the book was:

Informative	(1)	2	3	4	5	Uninformative

By circling the number closest to the word, it is understood that the student feels that the book was informative.

A. The materials and equipment needed to complete my assignment were:

1	Available	1	2	3	4	5	Unavailable

B. In general, I thought the information sheets were:

2	Understandable	1	2	3	4	5	Confusing
3	Uninformative	1	2	3	4	5	Informative
4	Helpful	1	2	3	4	5	Useless
5	Old fashion	1	2	3	4	5	Recent

C. As a learning aid, I found the assignment sheets:

6	Useless	1	2	3	4	5	Helpful
7	Stimulating	1	2	3	4	5	Dull
8	Necessary	1	2	3	4	5	Unnecessary

D. The unit objective was:

9	Frustrating	1	2	3	4	5	Satisfying
10	Useless	1	2	3	4	5	Helpful

E. The specific objectives were:

11	Frustrating	1	2	3	4	5	Satisfying
12	Useless	1	2	3	4	5	Helpful

F. I thought the transparencies were:

13	Helpful	1	2	3	4	5	Useless
14	Unnecessary	1	2	3	4	5	Necessary
15	Interesting	1	2	3	4	5	Boring

G. The unit tests were:

16	Fair	1	2	3	4	5	Unfair
17	Complete	1	2	3	4	5	Incomplete

H. If you could, how would you change this unit?

_____

_____

_____

UNIT TEST AND EVALUATION RESULTS

The results of this study are presented in narrative form in this section of the report. Each unit will be discussed in terms of student achievement, teachers' evaluations of the unit, and students' evaluations of the unit. Additional results relating to the manual as a whole will be presented at the end of this section.

Tables documenting the results narrated here are published in a separate document, Validation of Distributive Education Curriculum Manual, Appendices. These tables are of primary interest to the curriculum developers; however, a copy of the publication may be obtained from the Oklahoma Research Coordinating Unit by others who may have an interest in the detailed results.

Each table lists the percentage of students who correctly answered each item on the unit pretest and unit posttest. Percentage of students who answered correctly on the posttest are also displayed by school to obtain a more detailed knowledge of student achievement.

It has been determined arbitrarily that 80 percent of the students should answer a given test item correctly to demonstrate acceptable achievement of the concept being measured. One of the purposes of this study was to identify those items on which student achievement is unacceptable. It is beyond the scope of the study to identify the reasons why students fail to achieve on a given concept.

Introduction to Distributive Occupations:

Teachers and students evaluated the unit positively, with the teacher average rating of 2.22 and the student average rating of 1.97. The students rated this unit more positively than any other; however, the high ratings may have been due to the naivete in dealing with these kinds of curriculum materials. The teachers' most favorable rating was a 1.38 assigned to the relevancy of the evaluation materials, while the students rated the information sheets understandable with a 1.14.

The lowest ratings given by teachers related to the unit being colorless (3.25), superficial (3.0) and the unit materials used to teach the unit being irrelevant (3.0). The students rated the assignment sheets stimulating at 2.82; however, that is still a positive rating.

The students achieved correct answers, as a whole, 81.8 percent of the time. There were 30 items where less than 80 percent of the students could not give the correct answer compared to 43 items which more than 80 percent of the students answered correctly. The assignment over work rules was completed satisfactorily.

DECA:

The DECA unit was also rated positively, although the teachers gave it the lowest average rating (2.66) of all the units. The students rated the unit near the bottom with a 2.53 average rating. The most favorable ratings by the teachers were that they felt secure and adequately trained to teach the unit. Both items received a 1.43 rating. The most favorable aspect to the students was that materials needed to complete their assignments were available (1.86).

The most unfavorable aspect of the unit for teachers was again that it was colorless. The 4.0 average rating given to that item was the most negative response on any item in any unit. There were 13 additional items with a response of 3.00 or worse. In all, a negative response was given to 14 of the 38 items in the evaluation by teachers. The students responded that the assignment sheets were not stimulating (3.23) and that transparencies were uninteresting (3.01).

Student achievement on this unit was lowest of all the units with 60.1 percent of the students correctly answering the items. There were only 32 of the 117 items attempted in which 80% of the students could give correct answers. Two items were not attempted by any class and a number of classes did not attempt to name state or national officers of DECA. There were 40 items that less than 50% of the students could answer. Clearly, the unit needs to be reappraised by the developer.

Job Application and Interview:

The teachers' overall rating of this unit was a 1.65. Items relating to teachers feeling secure and confident and to the unit's importance were all rated a perfect 1.0. The lowest rating was a 2.5 given to the colorfulness of the unit. Students also gave the unit a positive 2.01 rating. Their most positive rating was on materials available (1.51), while their lowest rating was a 2.55 that the assignment sheets were stimulating.

Student achievement overall average was 82.0 percent. Six of the 20 items did not elicit correct responses up to the standard, four of them requiring listing of items an applicant needs to prepare when applying for a job. Students were not able to satisfactorily complete Assignment Sheet #8 dealing with employment agency fees.

Handling Money:

Teachers liked this unit, with an average evaluation response of 1.96 and no negative responses. Importance of the unit was rated best with a 1.29. The students rated the unit overall a 2.15, with all positive ratings and the lowest relating to the transparencies.

Students did not achieve to standards on 17 items, although the overall achievement was at 80.6 percent correct. A notable weakness was that only 47 percent of the students could correctly write up a sales ticket for a given situation. On the assignment sheets, students could make change and calculate sales tax, but they could not complete sales tickets satisfactorily.

Shoplifting Prevention:

The teachers' ratings of this unit averaged 1.90 while the students' average rating was 2.15. The student rating seemed to oppose the lowest rated teacher item where the teacher felt student reaction to material was close to frustration (2.8). Students' lowest ratings were with transparencies and assignment sheets. Teacher ratings were best, a 1.2, on items where they felt secure, informed, confident, adequately trained, and that the unit was important.

Student achievement on the shoplifting unit overall was at a 79.4 percent rate correct. The students had trouble with matching, discussion, and listing questions. Twenty-one of the 43 items were answered correctly by less than 80 percent of the students. Students could not calculate compensations for shoplifting losses. This unit also appears to need some additional study to see where the problems with student achievement are occurring.

Communications:

Teachers rated the communications unit very positively with an average rating of 1.66. Only seven of the 38 items rated 2.0 or worse, the most negative a 2.75 on relating the materials informative compared to other materials on the subject. Unit importance was rated a perfect 1.0 as was the item stating the unit was non-sexist. The average rating by students was 2.26. The students remained consistent in giving the poorest ratings on items relating to assignment sheets and transparencies. Their best ratings were on the unit test and materials being available. The range of average responses was less than one point, with the best response a 1.87 and 2.76 the poorest response.

The students achieved correct answers on 83.3 percent of the items on the test. The percentage was greatly reduced by the five discussion questions which were answered correctly by less than 50 percent of the students. In total, 22 of the 79 test items were answered correctly by less than 80 percent of the students.

Human Relations:

The unit on human relations was rated most positively by the teachers, with an average rating of 1.5 and no item rating lower than 2.0. The students gave average ratings of 2.34, with the best rating a 1.81 on availability of materials. There were no negative ratings (below 3.0).

Student achievement did not correspond with the unit evaluations of teachers or students. The overall correct response rate was 73.0 percent. There were 33 of the 91 items with correct responses of less than 80 percent. Students did very well or very poorly on the test, as indicated by 24 of the items in which less than 50% of the students responded correctly and 38 items in which more than 90% responded correctly. Items which required students to list, state, or name were answered poorly. Additional study is needed to understand where the problems with learning occur.

Selling: Pre-approach, Approach, and Determining Needs:

This unit received adequate evaluations, with the teacher average response of 1.82 and the student average response of 2.21. A possible problem is indicated where the teachers rated the materials as disorganized (3.6) and regressive (3.5). All other ratings were positive.

The student achievement averaged 85.1 percent correct on all items, which is the highest achievement rate of all seventeen units tested. There were only 11 items on which 80 percent of the students failed to get correct answers, and no item had less than 50 percent correct answers.

Selling: Presentation:

The average teacher evaluation of this unit was 1.91 with only one item being negative. Teachers felt the student reaction to the material was one of boredom (3.6). On the other hand, they rated as 1.4 the material being useful, having true technical content, and the unit and materials being important. Students rated the unit at a 2.33 average with no negative ratings.

Overall student achievement was 82.1 percent correct answers. Students responded correctly less than 80 percent of the time to 16 of the 42 test items; however, 12 of the 16 had greater than 70 percent correct response. As in other units, the greatest problems with achievement occurred on "discuss" and "tell" questions. Students had some problems with Assignments #2 and #3.

Overcoming Objections, Close, Suggestion Selling and Reassurance:

The evaluation ratings were almost identical to those of the previous unit, with a teachers' average of 1.9 and a 2.27 average from students. Teachers again felt that students were bored (3.0) and frustrated (3.0). Students appeared to disagree except perhaps when indicating that transparencies were interesting with a 2.87 response.

Test results indicated only 75 percent correct answers. An 80 percent correct response rate was not achieved on 37 items. Students usually do well on matching questions. The result in this unit was that 24 of the 26 matching items failed to obtain 80 percent correct answers. Clearly, this unit needs additional study.

Display:

The response rate to this unit by teachers was 1.78 and by students was 2.18. Students found the transparencies much more helpful, necessary, and interesting. In all, the student average evaluations ranged from 1.92 to 2.47.

Overall achievement on this unit was only 73.1 percent correct responses. Over 20 percent of the students missed the correct answer on 61 of the 109 items on the test. They had particular problems with steps in creating a display, matching design principles to descriptions, identifying display types, and identifying parts of a show card. Further study is needed on this unit.

Advertising Media:

The average response to items on the teacher evaluation of this unit was 1.87, while the student average evaluation response was 2.35. The best teacher responses were 1.5, given to complete, relevant, and time-saving materials. Negative responses were that the teachers felt insecure (3.66) and frustrated (3.0). Students gave the best ratings to the information sheets and unit tests.

The students achieved correct answers 84.1 percent of the time. The 80 percent standard was achieved on 34 of the 51 items. Problems were in matching terms to definitions and in naming factors which determine when to advertise.

Advertising Layout:

Teachers gave this unit the second lowest evaluation with an average 2.29 response. Best ratings were 1.75 for the unit being important and enjoyable. Negative ratings were a 3.5 for the unit evaluation being subjective, a 3.0 for the evaluation being confining, and a 3.0 for the materials being time-consuming. Student ratings were not discriminating, with an average of 2.35 and a range from 2.01 to 2.70.

Achievement was not as bad as the teacher evaluation. Overall, 83.7 percent of the items were answered correctly--the third highest average of all the units. Of the 80 items, students failed to reach the standard on 22 items.

Merchandising:

Teachers rated this unit at 1.96, while the student 2.7 was their second lowest rating. Teachers rated eight items in the evaluation at 1.5 for their best rating and supported the low rating by the students by rating student satisfaction/frustration at 3.0. Students rated the transparencies uninteresting (3.2), unnecessary (3.0), and the assignment sheets not stimulating (3.08).

The third lowest average was made on this unit at 65.8 percent correct answers. Of 105 items, over 20 percent of the students failed to answer 79 of them correctly. There was much improvement over the pretest, but the only objective of the unit which met the standard was the student ability to distinguish between operation/merchandising duties and sales promotion duties in a business. The diagnostic business math assignment sheet was also surveyed, and students had problems with fractions, decimals, percents, and such practical problems as calculating reduction for cash, operating expense, and the break-even point. Only three schools sent in the assignment sheets, but there seems to be a deficiency in practical math and business math terminology which should be addressed when reviewing this unit for revision.

Store Organization:

Teachers and students rated this unit about average with an overall average of 1.83 and 2.42 respectively. Teachers felt the students reacted with boredom and confusion (both at 3.0) and student responses did not seem to be discriminating.

Overall, 79.8 percent of the items were answered correctly by students. They did not come up to the standard on 18 of the 45 items. Matching terms to definitions or classes of merchandise to descriptions gave the most problems. Students did not clearly understand line and staff organizations.

Economics of Free Enterprise:

Teachers rated this unit at 2.21. Best ratings were that it was complete and sophisticated (1.33). At the same time, they thought it untimely (3.33) and that students reactions were boredom, frustration, and uncooperation (all rated 3.0). The student response average of 2.53 did not have any negative responses, but also had no responses above 2.11.

Student overall achievement was 75.8 percent correct answers. Students failed to reach the standard on 38 of the 62 items; however, almost 80 percent were correct on most items and no item had a failure rate of 50 percent or more. Much improvement was made from pretest to posttest; therefore, the achievement results are not as bad as they appear.

Government and the American Market:

Only two schools used this unit. The two teachers rated the unit on an average of 2.11 with the major weaknesses being the students' reactions to the materials. Students rated the unit at 2.83 for the lowest rating of the 17 units. Rarely did the student average for an item reach 3.00 or worse, but in this unit the students gave negative ratings to all three transparency items, to specific objectives being satisfying, and to assignment sheets being stimulating. The unit may have been taught late in the year which could have affected the evaluations adversely.

The achievement seems to correspond to the low ratings. Overall achievement was 61.4 percent correct answers. Only the DECA unit produced poorer results. Only 14 items could be answered correctly by 80 percent of the students while 35 items were not answered up to standard. There were 18 "discuss" or "list" items none of which 80 percent of the students could answer correctly. This unit obviously needs attention.

Summary of Overall Achievement:

Table 2 displays the percentages of correct answers on the posttests by unit, by school, and by a total across schools. The total for all schools indicates that on nine of the seventeen units students failed to get an aggregate of 80 percent correct answers. This analysis is useful with regard to a total evaluation of the curriculum manual; however, it is misleading with regard to the concepts learned, or how important it may have been to learn a given concept. In the process of analyzing tests, it was discovered that some types of test items were failed more often than others; for example, students usually had more success with "match" questions than with "list" questions. A unit test which has a matching section with multiple items--and no questions requiring listing--would more likely show an acceptable success rate.

It is of particular interest to note that school #6 showed a consistent success rate, missing only on the Display and Government and the American Market units. In addition, that was one of only two schools where students completed all seventeen units.

TABLE 2

POST-TEST PERCENT CORRECT BY UNIT BY SCHOOL

Unit	All Schools	School 1	School 6	School 7	School 8	School 9	School 12	School 13	School 14
A-I	81.8	82.9	88.4	85.1	74.7	78.6	82.2	86.4	81.6
A-II	60.1	49.7	83.4	-	44.7	52.1	67.9	62.5	69.7
B-I	82.0	80.0	95.0	78.5	-	77.0	85.0	-	84.0
B-II	80.6	76.5	88.8	87.1	-	75.7	85.7	88.2	79.8
B-IV	79.4	71.3	96.0	-	73.6	84.5	90.5	-	75.3
B-V	83.3	82.0	88.7	-	-	83.3	-	-	-
C-I	73.0	71.1	82.3	-	77.6	73.8	-	66.6	-
D-I	85.1	80.3	88.7	-	-	84.1	85.1	79.5	87.9
D-II	82.1	81.2	83.2	-	-	81.4	77.6	75.2	79.5
D-III	75.0	75.0	88.8	-	-	47.9	75.0	73.3	76.8
E-I	73.1	-	74.6	74.4	-	69.7	-	74.0	-
F-I	84.1	-	90.8	97.5	-	79.0	-	71.0	-
F-II	83.7	-	96.1	96.5	-	79.0	77.7	69.9	-
G-I	65.8	61.3	97.5	-	-	57.5	66.6	40.8	-
H-I	79.8	72.4	98.4	-	-	81.1	-	-	-
I-I	75.8	-	83.2	93.9	-	50.5	-	-	-
I-II	61.4	-	61.2	-	-	61.4	-	-	-

TEACHER COMMENTS ABOUT THE UNITS

In addition to completing objective evaluations for each unit, teachers were asked to comment when it would further explain their evaluations. All of the comments are listed below. A few of the comments were paraphrased to more precisely represent a category of comments by a number of teachers. In those cases, a number in parentheses preceding the comment will indicate the number of teachers who made that comment or a similar comment.

Introduction to Distributive Occupations

Assignment #2 difficult for students to understand. Need more information on occupational objectives and selecting an occupation.
Assignment sheets subjective and unclear.
Assignment sheet #1 irrelevant and too easy.
(2) Test difficult to complete and difficult to grade, too hard.
(2) Not enough information on marketing activities and distribution channels.
Aids were good.
Much of the material is redundant because students already have jobs. They may realize aspects they have taken for granted.
Transparencies hard for students to understand.
Helps students understand DE language, purpose.
(2) Unit needs to be condensed.
Students need differentiation between dependability and punctuality.
Much is repeated in DECA unit.
Hollywood squares and word game were good.
Unit was too dry.
Too much memorization and not enough application.
Students were not interested.

DECA:

(3) Difficult to teach because of all the changes in competitive activities.
Would like to see more general information concerning competency-based events.
Update competitive activities, write some incentive into explanation of activities and awards.
Better to have a shorter unit covering basic reasons for DECA and leave out activities.
Objective 15 needs to be updated.
Bulletin boards childish.
We need assignment sheets and transparency masters for DECA unit.
Do not like material in the unit, not relevant.
No need for knowing officers names, too much memorization.
Order of meetings not necessary.
If we are to judge learning potential on the materials provided, then we have terrible materials.

Most work did not motivate students.

(2) Too long and boring. Students did not like unit.
Too much material. I don't present DECA in the form of memory work and tests.
Hard to teach parliamentary procedure--students thought it was long.
I think major revisions should be made.
I don't feel that DECA should be a unit that is presented as subject matter. To get students involved it is necessary to make it fun rather than something that is tested.

Job Application and Interview:

Same material is covered in 9th grade Careers, 11th and 12th grade Business Communications, and 12th grade Family Relations.
Excellent Materials.
"Critical Skills for Getting a Job" based on interaction modeling and behavior modification is a much better method.

Handling Money:

(3) Assignment sheets too time consuming. Could be condensed easily.
There are many activities other than paper and pencil to do with the unit.
Students liked activities.
Good content and information is very helpful.
Could combine information on cash register and handling money into one unit.
Not enough explanation on money orders.
The unit is needed.
Need to update--tax tables, checks, etc.

Shoplifting Prevention:

No comments.

Communications:

I feel communications would be much more meaningful if we recognized and identified definite skills that should (and could) be taught in class and on the job. We spent much time saying "this is communication" but had little material to show how to effectively obtain it.
I'd feel much better if we could nail down some systematic skills to be taught.
Unit could be great with a little thought and work.
Students were more interested and cooperative on this unit.
With basic psychology classes becoming more common in high school, we could challenge our DE students a bit more in this unit.

Human Relations:

No Comments.

Pre-Approach, Approach, and Determining Needs:

Test was much easier to grade than most in the curriculum guide.

Presentation:

Question #7 is okay to teach but not acceptable as a question.
Parts of it are long enough for essay type questions.
Students enjoyed types of customers and how to handle them. I added more characters from the Fashion Merchandising curriculum to this section.
Would like to see more information on selling for students in areas where selling is more difficult and not as big a part of their job (example, grocery stores).

Overcoming Objections, Close, Suggestion Selling, and Reassurance:

No Comments.

Display:

No Comments.

Advertising Media:

Excellent.

Advertising Layout:

The art type work is somewhat subjective by nature; therefore, the evaluation materials are subjective.
Students enjoyed this material.
Guest speakers helped on technical content.
Best unit in manual.

Merchandising:

This unit would be a good review workshop for DE teachers.
Was taught at poor time of year to work on math. Students were tired and bored.
Test did not include problems on cash discounts, shipping terms, etc., which students work with more than markups and markdowns.
Math was difficult because students do not already know the basics.

Store Organization:

No Comments.

Economics of Free Enterprise:

Good Content.

Government and the American Market:

Would like to have some type of game or other instrument to help make this more interesting to the students.
Would like a workshop or class dealing with teaching economics and free enterprise.
Most students had spent six weeks on free enterprise last year, didn't understand it, and would not try now.

TIME ALLOTTED TO UNIT STUDY

Table 3 displays the number of teachers who taught a given number of hours for each unit. An examination of that table leads to the conclusion that teachers use some rationale other than the content of the curriculum unit to guide them with regard to time spent on a unit. In only one case did as many as three teachers use the same amount of time in teaching a unit. Although it was not the purpose of this study to investigate time, it is our opinion that the time spent in study of a unit relates to the instructor's perception of the importance of content, the instructor's ability to teach the material, and the students' abilities to learn the content.

Table 3

FREQUENCY DISTRIBUTION OF TIME SPENT ON UNITS
BY NUMBER OF TEACHERS

Unit	Number of Hours														Average Time
	3	4	5	6	7	8	9	10	11	12	13	14	15	20	in Hours
A-I			1	2	1	1		1		1		1			8.5
A-II			2			3		2							7.71
B-I	1		1		2	1		1							6.67
B-II					2	2	1	1	1						8.57
B-IV			2			1	1								6.75
B-V				1	1				1	1	1				9.8
C-I				1					1						8.5
D-I			2	2											5.5
D-II				2	2	1									6.8
D-III		1	1	1					1		1				7.8
E-I				1						1	1	1	1		12.0
F-I		2				1									5.33
F-II			2		1			1	1						7.6
G-I					1			2						1	11.75
H-I	1	1			1										4.67
I-I					1	1			1						8.67
I-II			1							1					8.5

RESULTS AMONG UNITS

Type of Question Most Often Answered Incorrectly:

It has been noted that there seemed to be patterns of success related to the types of questions in the unit tests. An analysis was made across all tests to how consistent the pattern was. Table 3 indicates the results of that analysis. The majority of the items pertaining to a particular question type were answered incorrectly on those units indicated in the table. Responses to discussion, listing, and arranging-in-order questions were not correctly answered by 80 percent of the students in most of the tests. The matching and selecting questions were more often answered satisfactorily; however, questions of each type were not satisfactorily answered in six units.

All except the discussion questions require memorization, which may not be the appropriate level of learning for some of the concepts. The discussion questions related more to application; however, our grading of those questions may have made them unfair measurements of the students' knowledge. Each sub-question was counted correct or incorrect on other types of questions; however, a discussion question was all right or all wrong. A discussion question, for example, which required relating five concepts, was counted incorrect if the student could only discuss four. Teachers were able to weight such question to give partial credit but our design did not allow that flexibility.

Correlations:

It was hypothesized that there would be a direct relationship between the teacher evaluations of units, the student evaluations of units, and student achievement on unit posttests. In order to test that hypothesis, a mean rating was calculated on teacher evaluations to arrive at a teacher evaluation "score" for each unit. Similarly, the mean ratings of student evaluations were calculated for each unit and then a "mean score" for all students was calculated by school. Together with the achievement score of overall percent of items passed by student in a school, these data were used to test the hypothesis of relationships.

Correlation between teacher evaluation scores and student evaluation scores was .16. Interpretation of this statistic is that there is no relationship between teacher and student evaluations of the units. Correlation between teacher evaluations and student achievement was -.38 and between student evaluations and student achievement was -.37. The interpretation of these statistics is that there is a significant (though weak) relationship between how teachers and students evaluated the units and how students achieved on the posttests. Although the coefficient is negative, the relationship is positive because a lower evaluation score on the units was "better" than a high score.

Because the correlations were weak, we must conclude that how well the teacher or student likes the curriculum materials has little effect on how the student achieves. It would be most difficult to argue that students and teachers need not like the materials they use in classes unless much tighter controls are developed in our research and with similar results.

TABLE 2

POOR ACHIEVEMENT COMMON AMONG UNITS

Unit	Type of Question: Discussion	Match	Listing	Select	Arranging in Order
1. Introduction to Distributive Occupations	X	-	X	-	-
2. DECA	X	X	X	X	X
3. Job Application and Interview	X	-	X	-	-
4. Handling Money	X	-	-	-	-
5. Shoplifting Prevention	X	-	X	X	-
6. Communications	X	-	-	-	-
7. Human Relations	X	-	X	-	X
8. Pre-Approach, Approach, and Determining Needs	X	-	-	-	X
9. Presentation	X	-	-	-	-
10. Overcoming Objections, Close, Suggestion Selling and Reassurance	-	X	X	-	X
11. Display	-	X	X	X	X
12. Advertising Media	-	-	-	-	-
13. Advertising Layout	-	-	X	-	-
14. Merchandising	-	X	X	-	X
15. Store Organization	-	-	-	X	-
16. Economics of Free Enterprise	X	X	X	-	-
17. Government and the American Market	X	X	X	X	-

DISCUSSION

This study was not designed to identify reasons why students do not achieve; rather, it was designed very specifically to identify specific concepts on which 20 percent or more of the students were not achieving. The standard was arbitrarily set, and further, the measure of the students' knowledge of concepts was limited to their ability to respond to unit tests in the curriculum manual.

On any given test item where less than 80 percent of the students get correct answers, our arbitrary criterion for that item has not been met and there is a problem. The problem may simply be that our expectation is too high for a given concept and that only the more advanced students should be expected to learn the concept.

One problem may be the presentation of the concept in the curriculum materials. Unclear information or inadequate job sheets may confuse students and therefore result in less than adequate understanding of the material presented.

When only one or two schools have less than 80 percent of their students passing an item, the problem may be only within that situation. One cause of this low performance may be in the teacher's presentation of the concept. It is possible that the curriculum materials provided are adequate for teaching purposes but are not being properly used by the teacher. Teachers may not be as familiar with some areas as they are with others and therefore may have difficulty presenting certain areas.

Low achievement may also be related to the students themselves. Their past experience with the subject, the difficulty of the concepts, the innate ability of the students, and their motivation to learn influence their performance. Any of these explanations may explain why a high percentage of students at one school pass an item while only a low percentage of students at another school pass the same item.

Student environment may also act as an influence on student achievement and performance. An important aspect of the learning process in vocational training is the equipment. If equipment is lacking or other environmental influences are not positive, the result may be low performance.

The possibility that the question itself is not well written needs to be considered. Although the curriculum material may be adequately presented by the teacher and understood by the students, an ambiguous or irrelevant test question could make the achievement measurement inaccurate. Since test questions relate directly to unit objectives, it may be that both need to be reviewed.

In summary, it is apparent that one source cannot be identified as the sole reason learning does or does not take place. Many factors, including the curriculum materials, the teacher, the student, and the environment, work together to support the learning process.

CONCLUSIONS

The major conclusion derived from this study is that the Distributive Education II manual needs to be studied further by experts in the field of Distributive Education with the intent to make revisions which would reflect the need for training in distribution occupations. This conclusion is based both on the lack of accomplishment on more than half of the unit tests and our lay understanding of the occupations in distribution. We would expect that to be successful in such occupations a person would need to be articulate, would be able to define terms, would be able to discuss concepts, would be able to list factors. Perhaps, we are expecting too much of the beginner, but if we are, the curriculum should be reflective of what we should expect. Perhaps, the curriculum does reflect true needs and the instructors are not doing their job. Whatever the reason, there is a discrepancy between what is expected in objectives and what is accomplished by students, and further study is indicated.

Because of extremely poor accomplishment in the DECA unit and the Government and the American Market unit, we conclude they need special attention. We would suggest that the objectives in the DECA unit be examined critically to see what relation they have to competencies in distribution occupations. We would not presume to recommend that the DECA unit be omitted from the manual, but that the relationships between the DECA unit objectives and distribution competencies be clearly defined so that the teacher and students may see the purpose for accomplishment.

We cannot logically present reasons for low scores on the Government and the American Market unit. Scores were essentially the same from the two schools that submitted tests, although five hours was spent on the unit at one school and 12 hours was spent on the unit at the other school. The unit was probably offered near the end of the school term when interruptions are not unusual. The concepts may be more difficult than those in other units. Whatever the reason or reasons for poor results, the unit should be examined again.

This manual was field-tested with teachers who had completed an in-depth workshop on use of the manual. Due to the poor achievement results in those teachers' classes, we would recommend that a field test of a manual be designed in the future to test for significant differences between classes led by teachers who have had the workshop experience and classes led by teachers who have had no orientation to use of the instructional materials. Intuitively, we feel that the orientation would result in greater student achievement; however, if such is true, then the DE II manual is in even greater need for revision than we have suggested.

VALIDATION OF DISTRIBUTIVE EDUCATION CURRICULUM MANUAL: APPENDICES

By

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ABSTRACT

This document is the Appendices to the project report, "Validation of Distributive Education Curriculum Manual." Included in this document are tables listing the percentages of correct responses to each item on each unit test in the Oklahoma Distributive Education II curriculum manual.

Also included in this document are tables showing the results of teacher and student evaluations of each unit.

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APPENDIX A

STUDENT ACHIEVEMENT

The tables presented in Appendix A list the percentage of correct answers attained by students on each item in the unit tests and selected assignment sheets from the Distributive Education II manual. Each table lists the percent correct on the pretest and posttest for all schools and the posttest percent correct by school.

An asterisk indicates those percents below 80 which were considered arbitrarily to be less than satisfactory achievement.

TABLE 1
INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=290	Posttest All Schools N=295	School 1 N=62	School 6 N=21	School 7 N=28	School 8 N=30	School 9 N=30	School 10 N=38	School 12 N=31	School 13 N=26	School 14 N=29
Question 1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.											
a. Vocational Education	76*	72*	55*	86	57*	70*	77*	68*	81	96	83
b. Marketing	75*	77*	82	86	68*	70*	73*	71*	81	81	79*
c. Distribution System	61*	74*	79*	86	68*	53*	67*	74*	77*	77*	79*
d. Distributive Education	64*	68*	71*	95	61*	60*	67*	47*	61*	81	76*
e. Occupational Objective	86	92	94	100	100	83	83	84	90	100	100
f. Job Record Sheet	76*	99	100	100	100	97	97	100	100	100	100
g. Consumer	87	96	98	100	100	93	83	94	100	100	96
h. Training Station	80	81	81	100	79*	67*	83	79*	71*	89	93
i. Cooperative Vocational Education Program	36*	56*	55*	86	46*	43*	57*	42*	48*	69*	72*
j. Training Station Sponsor	66*	95	94	100	100	83	97	100	97	89	100
k. Group instruction	78*	89	89*	100	89	83	90	90	77*	96	93
l. Individual Instruction	86	85	81	95	93	73*	83	87	81	92	90
Question 2. List five advantages of DE to the student:											
a.	81	92	97	100	93	87	90	92	94	92	79*
b.	68*	87	90	100	93	63*	87	90	94	85	83
c.	59*	77*	87	91	75*	50*	70*	74*	84	77*	83
d.	30*	64*	71*	86	64*	43*	50*	61*	71*	57*	72*
e.	17*	48*	52*	81	46*	27*	30*	47*	52*	46*	59*

TABLE I Introduction to Distributive Occupations (Continued)

Item	Pretest All Schools N=290	Posttest All Schools N=295	School 1 N=62	School 6 N=21	School 7 N=28	School 8 N=30	School 9 N=30	School 10 N=38	School 12 N=31	School 13 N=26	School 14 N=29
Question 3. List three adjustments which a student must make upon enrolling in the DE program.											
a.	29*	76*	71*	95	82	77*	83	55*	84	81	69*
b.	23*	68*	69*	95	75*	50*	70*	50*	77*	65*	69*
c.	14*	50*	50*	91	61*	33*	43*	34*	48*	50*	52*
Question 4. Select from the list below the things which a new employee should do the first week on the job. Place an "X" in the correct blanks.											
a. First name basis	74*	85	92	67*	89	80	87	90	81	81	83
b. Lunch breaks	30*	66*	42*	76	86	77*	37*	71*	81	89	66*
c. Coffee breaks	83	89	95	95	93	77*	83	67*	94	92	66*
d. Ask questions information not clear	94	94	92	91	89	97	83	100	97	96	97
e. Repeat instructions	81	90	94	95	89	83	100	76	90	85	97
f. "Did I answer questions"	48*	78*	82	86	89	60*	80	71*	74*	85	86
g. Write down information	82	96	100	100	100	97	100	79*	97	96	96
Question 5. Select from the list below ways a student can get along with the super. Place an "X" in in correct blanks.											
a. DE Student/Trainee dependable	94	97	95	95	96	100	100	92	100	92	100
b. Do not assume responsibilities	84	88	92	91	93	80	70*	92	84	92	93
c. Do not flirt	62*	84	82	76*	79*	83	90	82	90	81	90
d. Handle merchandise	96	99	98	95	100	97	100	97	100	100	100
e. "Nothing to it"	83	89	92	86	96	83	83	84	87	92	93
f. Impress supervisor	77*	87	86	86	96	83	77*	79*	100	86	90
g. Learn from supervisor	83	93	94	100	100	83	87	92	90	96	100

TABLE I Introduction to Distributive Occupations (Continued)

Item	Pretest All Schools N=290	Posttest All Schools N=295	School 1 N=62	School 6 N=21	School 7 N=28	School 8 N=30	School 9 N=30	School 10 N=38	School 12 N=31	School 13 N=26	School 14 N=29
Question 6. Select from the list below ways a student can get along with co-workers. Place an "X" in the correct blanks.											
a. Know co-workers	74*	92	90	91	79*	97	87	87	100	95	100
b. Greet by name	96	97	100	95	100	93	97	90	100	100	97
c. Wait to be introduced	83	91	94	81	89	77*	87	90	97	100	97
d. Listen and ask questions	94	97	98	100	95	90	97	100	97	96	100
Question 7. Select from the list below ways a student can get along with customers. Place an "X" in the correct blanks.											
a. Overcome shyness	88	96	94	100	96	100	100	92	90	100	100
b. Smile and greet	99	99	98	100	100	97	100	97	100	96	100
c. Remember names	58*	88	94	95	93	70*	87	71*	87	100	97
d. Help buying problems	92	96	97	100	96	93	100	92	90	96	97
e. Interruption	96	97	97	100	100	93	87	97	100	100	100
f. "Some difficulty"	84	93	95	91	96	93	87	92	87	96	97
g. Ignore - "Just looking"	93	98	97	95	100	93	97	100	100	96	100
h. Argue	99	98	100	100	100	90	90	97	100	100	97
Question 8. Discuss the characteristics of a good employee.											
a. Cooperative	45*	52*	19*	76*	89	70*	50*	63*	13*	92	41*
b. Initiative	29*	45*	52*	71*	64*	20*	30*	42*	39*	54*	35*
c. Honesty	51*	87	92	86	86	87	80	84	87	100	69*
d. Willingness to learn	57*	86	92	100	96	87	87	76*	97	96	45*
e. Following direction	58*	82	92	91	100	83	63*	66*	87	100	59*
f. Dependability	48*	79*	90	91	96	77*	83	61*	48*	89	79*
g. Enthusiasm	55*	78*	82	95	96	53*	67*	68*	90	73*	76*
h. Accepting criticism	55*	85	90	91	100	73*	80	79*	84	92	79*
i. Loyalty	30*	69*	89	91	79*	37*	60*	50*	55*	89	66*
j. Sense of humor	46*	77*	82	91	86	57*	77*	68*	84	89	66*
k. Positive Attitude	48*	79*	86	71*	93	53*	80	76*	81	89	72*

TABLE 1 Introduction to Distributive Occupations (Continued)

Item	Pretest All Schools N=290	Posttest All Schools N=295	School 1 N=62	School 6 N=21	School 7 N=28	School 8 N=30	School 9 N=30	School 10 N=38	School 12 N=31	School 13 N=26	School 14 N=29
Question 9. State two work rules under each of the following categories.											
a. Punctuality											
1.	48*	63*	68*	71*	71*	33*	70*	63*	68*	69*	76*
2.	31*	54*	50*	71*	68*	30*	57*	45*	55*	62*	62*
b. Neat appearance & appropriate clothes for job											
1.	95*	95	100	95	89	90	93	92	97	100	90
2.	58*	88	97	95	86	73*	90	84	94	96	69*
c. Visiting on the job											
1.	52*	91	90	100	96	87	97	87	100	89	72*
2.	33*	80	81	91	82	67*	93	68	90	81	69*
d. Missing Work											
1.	69*	94	94	100	93	83	97	100	94	96	93
2.	49*	82	84	91	82	63*	83	79*	90	89	76*
e. Keeping Busy											
1.	64*	93	95	91	93	87	97	90	100	100	83
2.	44*	86	84	81	82	70*	83	87	100	100	86
f. Poise											
1.	33*	51*	58*	67*	61*	43*	50*	47*	42*	58*	35*
2.	21*	43*	47*	62*	50*	40*	50*	37*	32*	46*	28*
g. Personal Management											
1.	9*	34*	21*	67*	39*	33*	20*	32*	26*	58*	38*
2.	8*	29*	16	52*	43*	33*	13*	29*	23*	54*	21*

TABLE I Introduction to Distributive Occupations (Continued)

Item	Pretest All Schools N=290	Posttest All Schools N=295	School 1 N=62	School 6 N=21	School 7 N=28	School 8 N=30	School 9 N=30	School 10 N=38	School 12 N=31	School 13 N=26	School 14 N=29
Question 10. Select from the list below those conditions which a student should meet before quitting a job. Place an "X" in the correct blanks.											
a. Give notice - positive	70*	100	100	100	100	100	100	100	97	100	100
b. Two days notice	77*	96	98	100	89	100	90	90	94	100	100
c. Tell teacher	64*	72*	71*	67*	64*	67*	60*	79*	77*	81	83
d. Never walk off	57*	85	86	81	79	87	83	82	90	89	90
e. Tell boss off	84	99	98	100	100	100	97	100	100	100	100
f. Decision about liking job	75*	58*	66*	29*	46*	50*	53*	53*	71*	58*	76*
g. Learned from every job	89	94	94	100	89	93	97	90	94	89	100
h. Take off school breaks	76*	99	100	95	100	93	100	100	100	96	100
i. Easier to get job when employed	35*	75*	81	71*	61*	80	70*	82	48*	81	97
Question 11. Select good study habits from the list below by placing an "X" in the correct blanks.											
a. Before going to bed	63*	54*	50*	62*	96	53*	30*	68*	61*	31*	45*
b. Nonglaring Light	78*	94	98	100	93	100	97	90	87	85	90
c. Watch TV	82	98	98	100	100	100	100	100	100	100	100
d. Cram	78*	95	98	76	96	97	93	95	97	100	97
Question 12. Discuss work rules selected to various situations.	65*	100	100	100	100	100	100	100	100	100	100
Question 13. Formulate an occupational objective.	58*	99	100	--	--	81	100	--	100	100	100

TABLE 2
DECA
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.									
a. DECA Foundation	61*	81	82	91	79*	62*	94	75*	82
b. National Advisory Board	43*	64*	68*	73*	72*	38*	65*	68*	64*
c. DECA, Inc., Board of Directors	30*	54*	43*	86	59*	38*	61*	50*	57*
d. DECA, Inc.	39*	55*	55*	77*	38*	35*	61*	50*	71*
e. Voting Delegate	61*	86	78*	96	69*	79*	97	96	96
f. State advisor	70*	91	87	96	86	86	97	96	96
g. DECA	72*	93	92	100	83	97	97	96	93
h. Congressional Advisory ory Board (CAB)	51*	77*	67*	91	72*	62*	84	82	93
Question 2. Write a short paragraph about the origin and development of DECA.	0*	30*	0*	73*	0*	41*	55*	64*	21*
Question 3. Discuss the divisions of DECA.	0*	25*	21*	32*	7*	21*	48*	21*	29*
Question 4. List the two colors of DECA and the meaning of each.									
a.	8*	62*	40*	100	14*	55*	87	75*	96
b.	8*	56*	30*	100	17*	48*	74*	75*	86

TABLE 2 DECA (Continued)

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 5. Identify the parts of the DECA Emblem.									
a.	2*	59*	42*	100	24*	48*	77*	57*	89
b.	3*	63*	43*	100	31*	48*	81	68*	96
c.	3*	59*	33*	100	17*	52*	97	57*	93
d.	3*	59*	43*	100	28*	52*	74*	64*	79*
e.	7*	69*	61*	100	41*	66*	71*	75*	86
Question 6. State the meaning of each part of the DECA emblem.									
a.	0*	39*	22*	100	17*	31*	48*	32*	46*
b.	1*	36*	20*	100	10*	31*	42*	36*	46*
c.	0*	34*	15*	100	3*	28*	42*	36*	54*
d.	0*	35*	18*	96	7*	28*	48*	25*	57*
e.	2*	49*	35*	86	21*	41*	68*	50*	68*
Question 7. Recite the DECA creed.									
	55*	100	100	100	--	--	--	100	100
Question 8. State the DECA tagline.									
	4*	30*	13*	73*	21*	17*	23*	21*	68*
Question 9. Describe the official dress of DECA members and the appropriate way to wear the uniform and jewelry.									
	4*	71*	55*	77*	52*	90	94	89	61

TABLE 2 DECA (Continued)

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 10. Discuss the chapter offices and their duties.									
	8*	41*	17*	68*	35*	48*	61*	57*	36*
Question 11. Name the present state officer action team.									
a. President	6*	71*	68*	96	52*	--	--	61*	66*
b. Vice-president	1*	64*	60*	96	--	--	--	43*	68*
c. Secretary	1*	57*	50*	96	--	--	--	39*	61*
d. Treasurer	1*	58*	50*	96	--	--	--	43*	61*
e. Historian	1*	59*	50*	82	--	--	--	--	100
f. Reporter	1*	56*	52*	96	--	--	--	25*	64*
g. Parliamentarian	1*	46*	37*	82	--	--	--	21*	61*
h. Chaplain	12*	62*	47*	91	--	--	--	43*	89
i. State advisor	0*	49*	48*	--	--	--	--	--	100
Question 12. Name the present national officer action team.									
a. President	2*	47*	17*	100	--	--	--	21*	96
b. Vice-president	--	--	--	--	--	--	--	--	--
c. Secretary-Treasurer	--	--	--	--	--	--	--	--	--
d. Regional V-presidents									
1. Southern	1*	47*	17*	100	--	--	--	29*	93
2. Western	1*	46*	15*	100	--	--	--	25*	93
3. North Atlantic	1*	47*	17*	100	--	--	--	29*	93
4. Central	1*	47*	15*	100	--	--	--	25*	96
Question 13. Name two DECA publications.									
a.	7*	63*	45*	96	41*	48*	90	57*	89
b.	1*	51*	33*	96	14*	41*	77*	39*	86

TABLE 2 DECA (Continued)

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 14. Select from the following list the DECA conferences which students may be able to attend.									
a. State Career Development	35*	66*	78*	68*	31*	28*	100	79*	61*
b. State Leadership	47*	51*	23*	91	52*	66*	71*	32*	61*
c. National Career Development	34*	62*	57*	73*	62*	48*	81	54*	64*
d. District chapter officers' training	45*	68*	60*	77*	59*	83	77*	64*	68*
e. National leadership	29*	44*	42*	55*	41*	48*	61*	18*	43*
f. Professional improvement	50*	87	83	96	86	90	81	86	93
g. Southern Region	50*	83	70*	91	90	79*	90	82	96
Question 15. Select from the list below those DECA competitive activities which students may enter.									
a. Vocational notebook	53*	82	82	--	66*	--	--	100	--
b. Secretary-treasurer's book	52*	79*	85	--	45*	--	--	100	--
c. Business vocabulary	39*	84	92	--	52*	--	--	100	--
d. Scrapbook	29*	66*	68*	--	28*	--	--	100	--
e. Welding	53*	80	73*	--	72*	--	--	100	--
f. Computer science	52*	81	87	--	52*	--	--	100	--
g. Typing	50*	79*	78*	--	59*	--	--	100	--
h. Parliamentary procedure	33*	80	97	--	28*	--	--	100	--
i. Math of retailing	38*	90	97	--	66*	--	--	100	--
j. Public speaking	50*	65*	80	--	79*	--	--	100	--
k. Merchandise manual	45*	86	95	--	52*	--	--	100	--
l. Area of Distribution	39*	80	93	--	31*	--	--	100	--

TABLE 2 DECA (Continued)

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 15 (continued)									
m. Surveys	54*	80	87	--	45*	--	--	100	--
n. Savings	51*	83	92	--	48*	--	--	100	--
o. Individual marketing studies	50*	64*	47*	--	66*	--	--	100	--
p. Creative marketing studies	44*	52*	28*	--	55	--	--	100	--
q. Ad campaign project	44*	75*	82	--	38*	--	--	100	--
r. Advertising	56*	90	90	--	79*	--	--	100	--
s. Display	60*	87	83	--	82	--	--	100	--
t. Job interview	44*	61*	43*	--	61*	--	--	100	--
u. Student of the Year	34*	58*	42*	--	50*	--	--	100	--
Question 16. Discuss two chapter awards.									
	1*	22*	5*	41*	3*	20*	39*	25*	41*
Question 17. Discuss three DECA scholarships for which students may apply.									
	0*	21*	3*	46*	7*	7*	58*	18*	33*
Question 18. Select from the following list the other vocational student organizations in Oklahoma									
a. FTA	63*	82	95	96	66*	83	84	57*	82
b. FBLA	57*	89	88	86	72*	93	100	86	96
c. 4-H	25*	67*	45*	73*	55*	70*	71*	86	96
d. FFA	63*	93	97	100	86	93	97	79*	100
e. Junior Achievement	40*	67*	45*	96	59*	80	71*	61*	89
f. Scouts	47*	80	62*	96	69*	83	87	89	100
g. VICA	40*	82	68*	96	52*	100	87	96	96
h. FHA	61*	93	97	100	79*	90	90	89	100
i. OHOSO	14*	70*	47*	91	48*	60*	87	89	100

TABLE 2 DECA (Continued)

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 19. List the order of business.									
a.	1*	57*	37*	86	--	43*	68*	57*	82
b.	1*	49*	27*	77*	--	40*	68*	54*	56*
c.	1*	47*	25*	86	--	40*	58*	50*	52*
d.	1*	41*	17*	82	--	33*	61*	46*	44*
e.	1*	37*	15*	82	--	23*	55*	43*	37*
f.	1*	32*	8*	77*	--	20*	48*	39*	33*
g.	1*	31*	8*	77*	--	23*	42*	36*	33*
h.	1*	30*	8*	77*	--	23*	42*	36*	30*
i.	1*	26*	8*	73*	--	13*	29*	28*	33*
j.	0*	24*	10*	73*	--	10*	19*	32*	30*
k.	0*	31*	13*	77*	--	20*	39*	29*	37*
l.	0*	41*	23*	82	--	33*	58*	32*	48*
Question 20. Select from the following list those things that make a good DECA chapter meeting. Place an "X" in the correct blanks.									
a. Advance planning	67*	87	88	86	72*	83	97	86	93
b. Arranging seating	50*	82	80	96	55*	87	84	89	93
c. Order of business	58*	90	92	91	79*	87	90	89	100
d. Parliamentary Procedure	45*	78*	85	96	41*	77*	84	71*	93
e. Preparing reports	56*	85	82	96	83	87	81	89	85
f. On time	59*	89	87	96	79*	93	97	82	93
g. Moving along	48*	78*	75*	96	69*	73*	87	68*	89
h. Appreciation to guests	56*	88	85	100	72*	93	90	82	100

TABLE 2 DECA (Continued)

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 20 (continued)									
i. Members on committee	48*	76*	70*	100	55*	80	74*	75*	93
j. Minimum advisor(s)	34*	55*	33*	90	38*	60*	58*	54*	85
k. Helping clean-up	52*	87	93	100	66*	87	84	86	93
Question 21. List three characteristics of a good chairperson.									
a.	4*	54*	28*	96	--	60*	71*	36*	73*
b.	3*	39*	10*	91	--	50*	52*	32*	44*
c.	3*	32*	10*	86	--	20*	45*	18*	46*
Question 22. Describe the action called for when the chairperson raps the gavel once, twice and three times.	1*	40*	12*	96	10*	53*	55*	43*	54*
Question 23. Describe the proper way to introduce a motion.	1*	40*	7*	10*	10*	47*	81	71	30*
Question 24. Match the common motions on the right to the correct definitions. Place the appropriate numbers in blanks provided.									
a. Suspend rules	8*	38*	30*	91	0*	20*	36*	39*	74*
b. Point of information	9*	45*	28*	86	35*	27*	55*	43*	70*
c. Adjourn	5*	35*	28*	73	0*	17*	39*	36*	74*
d. Lay on table	8*	48*	45*	91	7*	33*	48*	46*	78*
e. Amendment	12*	45*	47*	77*	14*	27*	45*	39*	70*
f. Friendly amendment	19*	59*	50*	96	35*	40*	58*	68*	65*
g. Refer to committee	22*	65*	65*	96	35*	57*	65*	64*	85
h. Point of order	13*	46*	35*	96	7*	47*	52*	50*	59*

TABLE 2 DECA (Continued)

Item	Pretest All Schools N=228	Posttest All Schools N=227	School 1 N=60	School 6 N=22	School 8 N=29	School 9 N=29	School 12 N=31	School 13 N=28	School 14 N=28
Question 24 (continued)									
i. Question	8*	39*	30*	73*	14*	20*	45*	43*	67*
j. Amend amendment	24*	62*	57*	77*	41*	60*	61*	71*	78*
k. Point of personal committee	17*	45*	42*	82	10*	40*	55*	50*	52*
Question 25. Describe the procedure for introducing guest speakers.	2*	32*	2*	73*	10*	57*	48*	50*	22*

TABLE 3

JOB APPLICATION AND INTERVIEW
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=175	Posttest All Schools N=188	School 1 N=59	School 6 N=20	School 7 N=28	School 9 N=31	School 12 N=22	School 14 N=28
Item 1. Match the terms on the right to the correct definitions on the left.								
a. Personnel management	66*	84	81	95	68*	81	91	93
b. Equal opportunity employer	90	97	95	100	96	97	96	100
c. Help wanted ad	73*	86	86	100	79*	87	82	82
d. Agency	70*	87	90	95	75*	81	86	96
e. Interview	75*	93	92	100	93	94	91	93
f. Employee	81	92	92	100	86	94	96	89
g. Blind ad	85	97	97	100	100	100	82	100
h. Employment	73*	89	90	100	82	81	91	93
i. Employer	82	90	90	100	93	87	91	86
j. Eegible	82	96	95	100	93	97	96	100
k. Employment wanted ad	66*	91	90	100	89	90	82	96
l. Classified ad	71*	87	85	100	79*	87	91	89
m. Application form	69*	91	90	100	82	100	77*	96
n. Personal data sheet	65*	90	88	100	82	100	73*	96
Item 2. Discuss in writing both public and private employment agencies.	17*	61*	70*	75*	71*	58*	77*	10*
Item 3. Tell how a person looking for a job can use different sources of information.	23*	69*	83	60*	79*	36*	82	61*
Item 4. List the items which an applicant may need to prepare when applying for a job.								
a.	30*	72*	59*	90	71*	58*	96	86
b.	21*	69*	61*	95	64*	52*	91	75*
c.	14*	53*	36*	95	46*	26*	77*	74*
d.	12*	47*	32*	95	39*	32*	59*	61*

TABLE 4
HANDLING MONEY
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=239	Posttest All Schools N=245	School 1 N=60	School 6 N=20	School 7 N=27	School 8 N=24	School 9 N=32	School 12 N=25	School 13 N=28	School 14 N=29
Question 1. Match the terms on the right to the correct definitions on the left.										
a. Two-part check	91	100	100	100	100	100	100	100	100	100
b. Multiple pricing	94	99	97	100	100	100	97	100	100	100
c. Traveler's check	91	98	95	100	100	100	100	100	96	100
d. Post-dating	97	100	98	100	100	100	100	100	100	100
e. Endorsement	90	98	97	100	100	96	100	100	96	100
f. Denominations	90	98	93	100	100	100	100	100	93	100
g. Money order	92	98	97	100	100	100	100	100	93	100
Question 2. Distinguish between steps taken when counting change with and without an automatic change dispenser.										
a. Take bills and change from cash drawer.	38*	47*	28*	65*	41*	42*	34*	88	57*	48*
b. Count from largest bill to smallest coin.	41*	50*	42*	70*	59*	42*	66*	40*	46*	45*
c. Count back from smallest amount to amount given.	61*	71*	65*	80	89	50*	78*	56*	86	72*
d. Record sale and received amount on machine.	76*	78*	73*	65*	100	67*	81	64*	75*	83
Question 3. Write the two, three, and four percent sales tax tables.	3*	28*	8*	60*	11*	0*	19*	24*	96	35*
Question 4. Select the errors on the displayed check.										
a.	72*	95	95	95	100	92	100	92	100	86
b.	56*	85	75*	95	100	63*	94	68*	100	79*
c.	21*	55*	58*	80	82	33*	3*	60*	79*	52*

TABLE 4 Handling Money (Continued)

Item	Pretest All Schools N=239	Posttest All Schools N=245	School 1 N=60	School 6 N=20	School 7 N=27	School 8 N=24	School 9 N=32	School 12 N=25	School 13 N=28	School 14 N=29
Question 5. Discuss what to look for when accepting credit cards.										
	22*	40*	17*	70*	63*	4*	19*	84	75*	24*
Question 6. Discuss what to look for when accepting money orders.										
	13*	38*	27*	65*	56*	4*	6*	56*	86	31*
Question 7. Discuss what to look for when accepting traveler's checks.										
	18*	36*	20*	70*	41*	0*	25*	44*	100	17*
Question 8. Select from the list below the reasons for writing sales tickets correctly.										
a. Good impression	69*	89	78*	100	93	100	84	96	89	93
b. Builds confidence	54*	69*	52*	95	89	54*	75*	72*	75*	69*
c. Recordkeeping easier	96	98	98	100	100	92	97	100	100	100
d. Aids in refunds	94	97	95	100	93	92	100	96	100	100
e. Reduces arguments	92	97	95	100	100	92	100	92	96	100
f. Takes time	95	100	100	100	100	100	100	100	100	100
g. Prevents shoplifting	67*	88	88	90	85	75*	91	84	93	93
Question 9. Write a sales ticket for the following situation.										
	34*	47*	18*	60*	82	25*	41*	48*	96	38*
Question 10. Select from the list below ways to avoid losing money to a short-change artist.										
a. Finish present transaction	71*	96	93	100	100	92	97	100	93	100
b. Do not argue	60*	78*	77*	95	100	67	69	72	68	83
c. Close cash drawer and call supervisor if confused	84	95	93	100	100	92	97	100	86	97

TABLE 4 Handling Money (Continued)

Item	Pretest All Schools N=239	Posttest All Schools N=245	School 1 N=60	School 6 N=20	School 7 N=27	School 8 N=24	School 9 N=32	School 12 N=25	School 13 N=28	School 14 N=29
Question 10 (continued)										
d. Have customer's money before giving change	78*	91	95	90	93	88	78*	84	100	93
e. Call out size of bill given	67*	93	97	95	100	92	81	100	89	90
Question 11. Name the methods of money manipulation.										
a.	11*	49*	42*	75*	59*	4*	34*	76*	43*	69*
b.	9*	42*	30*	65*	59*	8*	22*	64*	32*	76*
Question 12. Discuss how to protect against money manipulators.	8*	36*	18*	75*	56*	0*	31*	68*	68*	7*
Question 13. Discuss how to detect counterfeit bills.	12*	51*	45*	60*	52*	0*	59*	96	82	17*
Question 14. Discuss how to report counterfeit money.	11*	48*	65*	50*	74*	4*	12*	88	54*	21*
Question 15. Select from the list below those things that should be done if you are a victim of a robbery.										
a. Watch for strange cars	72*	91	93	95	100	71*	81	100	89	93
b. Check washrooms before closing	82	90	88	90	100	83	81	96	89	93
c. Do not cooperate with robber	82	93	93	90	100	83	100	88	96	90

TABLE 4 Handling Money (Continued)

Item	Pretest All Schools N=239	Posttest All Schools N=245	School 1 N=60	School 6 N=20	School 7 N=27	School 8 N=24	School 9 N=32	School 12 N=25	School 13 N=28	School 14 N=29
Question 15 (continued)										
d. Robber's description	90	100	100	100	96	100	100	100	100	100
e. Distract robber	89	98	100	90	100	92	100	100	96	100
f. Yell for manager	83	94	95	90	96	92	94	100	89	97
g. Chase robber	89	99	98	95	100	96	100	100	100	100
h. Do not touch anything robber may have touched	85	100	100	100	100	100	97	100	100	100
i. Get license and description of car	92	99	98	100	100	92	100	100	100	100
j. Call police	91	96	97	95	100	67*	100	100	100	100
k. Write descriptions	91	99	97	100	100	100	97	100	100	100
l. Get names of customers and witnesses	84	94	97	100	96	88	91	96	96	86
m. Do not discuss crime	66*	85	87	100	78	75*	78*	80	93	90

TABLE 5
SHOPLIFTING PREVENTION
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=165	Posttest All Schools N=186	School 1 N=58	School 6 N=20	School 8 N=25	School 9 N=32	School 12 N=25	School 14 N=26
Item 1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.								
a. External theft	57*	87	85	95	80	78*	96	96
b. Shoplifting	65*	80	86	95	72*	78*	68*	76
c. Internal theft	70*	92	91	100	92	81	92	97
d. Repercussion	50*	69*	66*	85	52*	63*	76*	83
e. Remorse	33*	55*	45*	75	48*	56*	52*	66*
f. Kleptomaniac	78*	95	95	100	92	94	96	97
g. Shoplifting prevention detector	87	94	95	100	80	97	92	100
h. Petit larceny	53*	78*	72*	100	84	63*	80	76*
i. Felony	59*	70*	69*	100	60*	63*	68*	72*
j. Larceny	36*	58*	62*	90	32*	44*	52*	69*
k. Misdemeanor	46*	76*	74*	100	72*	63*	80	76*
l. Resentment	40*	60*	64*	70*	52*	50*	64*	59*
m. Surveilance	79*	95	98	100	84	94	92	97
n. Permissive	58*	86	81	100	68*	81	92	100
o. Impulse	70*	92	91	100	88	81	96	100
Item 2. Discuss in a short paragraph the emotional side of shoplifting.	24*	47*	2*	70*	44*	88	84	48*
Item 3. Discuss the ten types of potential shoplifters as listed below.								
a. Juvenile	27*	66*	29*	100	68*	69*	100	79*
b. Thrill-seeker	31*	77*	40*	100	88	97	100	83
c. Person of limited means	19*	65*	36*	95	56*	78*	96	69*

TABLE 5 Shoplifting Prevention (continued)

Item	Pretest All Schools N=165	Posttest All Schools N=186	School 1 N=58	School 6 N=20	School 8 N=25	School 9 N=32	School 12 N=25	School 14 N=26
d. Kleptomaniac	30*	75*	43*	95	72*	94	96	90
e. Professional	27*	77*	48*	95	72*	94	100	90
f. Team	35*	80	62*	95	88	100	92	69*
g. "Tipsy" customer	10*	78*	59*	95	84	87	92	79*
h. "Refund" racket	19*	76*	43*	100	92	84	92	86
i. Housewife	8*	57*	22*	85	56*	72*	80	72*
j. Drug addict	27*	80	72*	100	76*	81	92	76*
Item 4. Tell the methods used by the shoplifter when stealing.	22*	51*	10*	50*	76*	94	80	38*
Item 5. Discuss the times most shoplifting occurs.	35*	54*	19*	45*	48*	91	92	62*
Item 6. Differentiate between ways to prevent shoplifting. Place an "M" in front of management's safeguards and an "E" in front of the employee's responsibilities.								
a. Plan store layout	95	96	100	100	96	91	92	97
b. Good sales techniques	94	98	98	100	96	100	100	97
c. Know merchandise & prices	92	98	100	100	92	100	100	93
d. Use wide angle mirrors	93	95	97	95	92	94	96	97
e. Be observant	88	95	95	100	88	97	96	97
f. Employ security staff	90	96	100	100	84	91	96	100
g. Prosecute shoplifters	93	97	98	100	96	91	100	100
h. Know merchandise taken into dressing rooms	94	100	100	100	96	100	100	100
i. Train employees	94	98	100	100	96	97	100	97
j. Install prevention devices	94	100	98	100	100	100	100	100

TABLE 5 Shoplifting Prevention (Continued)

Item	Pretest All Schools N=165	Posttest All Schools N=186	School 1 N=58	School 6 N=20	School 8 N=25	School 9 N=32	School 12 N=25	School 14 N=26
k. Department not left unattended	90	96	93	95	92	100	100	97
Item 7. List four factors that contribute to the growth of shoplifting.								
a.	38*	84	72*	95	76*	94	92	90
b.	22*	74*	59*	90	68*	88	92	66*
c.	18*	61*	47*	80	52*	66*	88	59*
d.	13*	50*	38*	75*	44*	47*	64*	55*

TABLE 6
COMMUNICATIONS
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=173	Posttest All Schools N=178	School 1 N=57	School 3 N=27	School 6 N=18	School 8 N=29	School 9 N=21	School 13 N=26
Item 1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.								
a. Empathy	78*	94	97	96	100	90	81	100
b. Communication	75*	96	98	96	100	90	91	100
c. Feedback	68*	94	95	100	100	83	86	100
d. Grapevine	63*	93	93	97	100	83	86	100
e. Memo	73*	96	100	96	100	86	91	96
f. Bulletin board	83	99	100	100	100	97	100	100
g. House magazine	74*	94	95	96	100	83	100	96
h. Trade association journals	63*	90	91	93	100	85	86	92
Item 2. Select from the list below those factors necessary for effective communication by placing an "X" in the correct blanks.								
a. Impressing listener	34*	56*	56*	78*	83	55*	38*	26*
b. Feedback	76*	86	91	96	100	52*	81	96
c. Trust message sender	82	94	95	89	100	90	100	96
d. Use of big words	85	97	98	100	100	93	95	96
e. Only yes and no unless necessary	66*	71*	68*	82	72*	91	62*	50*
f. Listening	92	99	100	100	100	97	100	100
g. Interrupting	90	94	95	89	100	93	95	96
h. Proper timing	74*	84	93	85	100	62*	67*	92
i. Empathy	80	90	91	96	100	76*	81	100

TABLE 6 Communications (Continued)

Item	Pretest All Schools N=173	Posttest All Schools N=178	School 1 N=57	School 3 N=27	School 6 N=18	School 8 N=29	School 9 N=21	School 13 N=26
a. Talk loudly	72*	73*	68*	82	94	66*	76*	65*
b. Regional accent	77*	77*	79*	93	72*	76*	57*	77*
c. Encourage questions	90	93	95	85	100	90	91	100
d. Use examples	86	90	90	89	89	79*	95	100
e. Use big words	91	98	98	100	100	93	100	96
f. Use language listener will understand	93	97	95	96	100	93	100	100
g. Respect listener	91	94	93	93	94	90	100	100
h. Impress listener with knowledge	61*	63*	65*	85	94	48*	57*	35*
i. Talk long time	91	97	100	100	89	93	100	96
j. Get to the point	91	93	97	93	100	79*	100	92
k. Pay attention	89	96	95	96	94	90	100	100
l. Make allowances	84	84	83	93	83	72*	81	92
m. State "why" of orders and standards	85	84	91	89	89	72*	81	96
Item 4. Discuss the proper way to introduce yourself.	22*	47*	30*	33*	67*	31*	91*	69*
Item 5. Discuss the proper way to introduce others.	20*	43*	19*	37*	50*	31*	81	81
Item 6. Discuss the proper way to acknowledge introductions.	15*	32*	12*	41*	44*	10*	62*	54*

TABLE 6 Communications (Continued)

Item	Pretest All Schools N=173	Posttest All Schools N=178	School 1 N=57	School 3 N=27	School 6 N=18	School 8 N=29	School 9 N=21	School 13 N=26
Item 7. Select from the following list ways to carry on casual conversation								
a. Discover other's interests	88	97	100	96	100	86	100	96
b. Talk about yourself a lot	90	97	98	96	100	93	91	100
c. Avoid controversial subjects	68*	83	83	78*	89	79*	76*	96
d. Talk about latest achievement	65*	75*	74*	74*	89	59*	62*	96
e. Don't monopolize conversation	79*	83	90	82	94	79*	52*	89
f. Be a good listener	80	93	95	93	100	79*	81	100
g. Discuss controversial subjects	61*	75*	75*	78*	78*	72*	76*	73*
h. Call people by first name	53*	66*	63*	78*	78*	48*	52*	85
i. Say phrases automatically	91	97	100	100	100	90	95	96
j. Make reply friendly not curt	75*	81	84	74*	89	59*	81	100
Item 8. Select from the following list those things which should be done to give directions and instructions clearly.								
a. Concentrate on all steps before speaking	88	94	98	96	100	83	91	92
b. Present steps clearly in order	94	99	100	100	100	97	100	100
c. Avoid details	68*	80	77*	89	89	59*	91	85
d. Give clues to aid in following directions	76*	91	91	82	100	86	95	96

TABLE 6 Communications (Continued)

Item	Pretest All Schools N=173	Posttest All Schools N=178	School 1 N=57	School 3 N=27	School 6 N=18	School 8 N=29	School 9 N=21	School 13 N=26
Item 9. Discuss the factors necessary for clarifying store policies.	10*	32*	12*	19*	67*	45*	29*	54*
Item 10. Discuss the factors necessary for communicating product information.	8*	24*	12*	7*	61*	28*	24*	35*
Item 11. Select from the following list rules for using the telephone correctly.								
a. Answer promptly	88	97	100	100	94	93	91	100
b. Identify yourself	88	97	98	96	89	100	95	100
c. Say "speaking" after name	41*	58*	40*	39*	72*	55*	76*	73*
d. Use customer's name often	56*	68*	54*	82	83	45*	81	89
e. Speak distinctly	84	94	95	100	94	93	91	92
f. Ask who is calling	31*	50*	26*	52*	78*	48*	52*	81
g. Give choice of holding or calling back	85	97	100	96	89	93	100	100
h. Check back frequently when leaving customer on phone	86	94	95	85	100	93	91	100
i. Attract attention before resuming call	36*	42*	30*	37*	78*	24*	57*	54*
j. Apologize for errors or delays	85	94	97	96	100	86	86	96
k. Use hold button to avoid distractions	79*	86	90	85	100	72*	71*	96
l. Visualize person on other end	59*	74*	72*	70*	94	48*	76*	96
m. Smile while talking	61*	77*	79*	70*	100	48*	81	92
n. Replace receiver easily	89	92	98	93	100	69*	100	92
o. Write questions before calling	80	92	97	96	94	76*	100	85
p. State long distance	84	93	88	96	100	90	95	100

TABLE 6 Communications (Continued)

Item	Pretest All Schools N=173	Posttest All Schools N=178	School 1 N=57	School 3 N=27	School 6 N=18	School 8 N=29	School 9 N=21	School 13 N=26
Item 12. Distinguish between positive and negative gestures, expressions and stances in the scenes below.								
a.	85	98	100	100	100	93	100	96
b.	68*	78*	72*	74*	100	82	86	69*
c.	73*	83	81	67*	83	89	95	85
d.	82	96	97	96	89	93	100	96
e.	81	91	91	100	94	75*	95	92
f.	85	88	84	93	100	89	86	81
g.	87	98	100	100	100	93	95	96
h.	77*	90	91	93	100	89	81	89
i.	84	99	100	100	100	96	100	96
j.	83	92	98	100	100	93	100	92
k.	58*	76*	72*	78*	83	71*	76*	85
l.	31*	44*	26*	44*	67*	61*	38*	50*
m.	55*	93	95	93	94	86	95	92
Item 13. Analyze voice qualities.								
	72*	100	100	100	100	--	--	100

TABLE 7
HUMAN RELATIONS
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item		Pretest	Posttest					
		All Schools N=130	All Schools N=139	School 1 N=53	School 6 N=19	School 8 N=14	School 9 N=29	School 13 N=24
Item 1.	Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.							
a.	Success	95	98	98	100	100	97	96
b.	Respect	89	90	81	100	93	100	88
c.	Personality	83	94	89	100	93	97	96
d.	Human relations	82	86	72*	90	93	93	100
e.	Attitude	82	90	91	84	93	93	88
Item 2.	Select from the list below reasons for human relations training.							
a.	Less service occupations	75*	82	87	79*	93	83	67*
b.	Larger businesses	90	94	94	90	100	93	96
c.	Research proves usefulness	88	92	87	90	93	97	100
d.	Treat all customers equally	86	95	91	95	100	100	96
e.	More formality required	52*	68*	53*	79*	71*	69*	88
f.	Percent of management duties	69*	82	85	90	86	66	88
g.	Percent of jobs lost	86	99	96	100	100	100	100
h.	To reach one's goals	94	97	94	100	93	100	100
Item 3.	Select from the list below true statements about physical and emotional characteristics.							
a.	Physical not important	83	94	94	90	86	97	100
b.	Physical affect self-confidence	92	95	98	95	93	86	100
c.	Physical must be accepted	79*	81	68*	84	100	86	92

TABLE 7 Human Relations (Continued)

	Item	Pretest All Schools N=130	Posttest All Schools N=139	School 1 N=53	School 6 N=19	School 8 N=14	School 9 N=29	School 13 N=24
d.	Physical must be altered	74*	78*	72*	74	79*	93	79*
e.	Emotions may be opposite	82	89	91	100	86	86	79*
f.	Emotions should be denied	85	90	94	90	100	86	79*
g.	Necessary to release emotions	63*	63*	64*	74*	71*	59*	50*
h.	Hypocritical to always be polite	45*	54*	64*	63*	50*	48*	33*
Item 4.	List the three sides of self.							
a.		8*	63*	55*	95	93	55*	50*
b.		6*	63*	55*	95	93	59*	42*
c.		6*	59*	55*	90	93	52*	33*
Item 5.	State the values of having self-respect.							
a.		14*	42*	30*	74*	71*	48*	17*
b.		13*	35*	26*	58*	57*	38*	17*
c.		12*	33*	25*	47*	57*	41*	17*
Item 6.	List two reasons some people have little self respect.							
a.		19*	37*	28*	58*	86	35*	17*
b.		15*	30*	19*	58*	71*	28*	13*
Item 7.	Select from the list below characteristics of people with little self-respect							
a.	Rebellious feelings	85	98	96	100	93	100	96
b.	Humbleness	66*	73*	81	95	64*	66*	50*

TABLE 7 Human Relations (Continued)

Item	Pretest All Schools N=130	Posttest All Schools N=139	School 1 N=53	School 6 N=19	School 8 N=14	School 9 N=29	School 13 N=24
c. Quiet resentment	86	95	93	100	86	100	96
d. Self-centered	35*	40*	42*	37*	50*	31*	42*
e. Unselfish	69*	88	89	100	86	90	75*
f. Withdrawing	82	90	85	95	79*	97	96
g. Anger at self	84	96	96	100	93	100	88
Item 8. Name two ways to protect self-respect.							
a.	12*	22*	17*	37*	50*	7*	21*
b.	8*	16*	17*	37*	21*	3*	8*
Item 9. List two ways to achieve self-control.							
a.	10*	31*	32*	37*	50*	31*	13*
b.	9*	22*	28*	21*	43*	14*	4*
Item 10. Select from the list below ways to show respect for others.							
a. Understanding & appreciation	95	98	96	100	93	100	100
b. Realize people's feelings make sense	92	96	91	100	100	97	100
c. Be aware of people's feelings	87	91	89	95	93	93	92
d. Respond to emotions first	46*	51*	38*	58*	50*	79*	42*
e. Show restraint	58*	55*	42*	74*	57*	69*	54*
f. Remember birthdays, etc.	84	97	96	100	93	100	96
g. Help people feel at ease	93	98	98	100	93	97	100
h. Find something to like	86	95	89	100	93	100	100

TABLE 7 Human Relations (Continued)

	Item	Pretest All Schools N=130	Posttest All Schools N=139	School 1 N=53	School 6 N=19	School 8 N=14	School 9 N=29	School 13 N=24
i.	Realize human is worthy	91	96	93	100	100	97	100
j.	Return borrowed items	82	87	79*	95	71*	100	92
k.	Remember manners							
Item 11.	Select from the list below desirable characteristics of employees.							
a.	Positive attitude	95	99	100	95	100	100	100
b.	Punctuality	89	92	93	100	79*	90	96
c.	Good attendance	96	99	100	100	100	97	100
d.	Starting at the top	77*	92	100	90	93	90	79*
e.	Honesty	97	100	100	100	100	100	100
f.	Neat appearance	94	100	100	100	100	100	100
g.	Smiling	98	100	100	100	100	100	100
h.	Talking a lot	89	94	100	100	100	93	75*
i.	Jealousy	85	99	100	100	93	100	96
Item 12.	Match the descriptions of unpleasant co-workers on the right with ways to handle the human relations problem.							
a.	Tattler	53*	86	91	100	57*	97	67*
b.	Complainer	66*	86	87	90	71*	97	79
c.	Wolf	47*	81	81	95	50*	100	67*
d.	Grouch	71*	90	91	90	79*	90	92
e.	Bossy person	74*	93	94	95	93	93	88
Item 13.	List two ways to overcome boredom on the job.							
a.		50*	89	89	90	100	86	83
b.		18*	49*	47*	79*	79*	35*	29*

TABLE 7 Human Relations (Continued)

Item	Pretest All Schools N=130	Posttest All Schools N=139	School 1 N=53	School 6 N=19	School 8 N=14	School 9 N=29	School 13 N=24
Item 14. Arrange in order the steps to using time wisely.							
a. Prioritize list	77*	92	91	100	93	93	88
b. Don't be discouraged if incomplete	80	99	98	100	100	100	96
c. Do tasks in list order	82	95	96	100	93	100	83
d. List things to be done	73*	95	93	100	100	93	96
Item 15. List two things that motivate people.							
a.	18*	49*	51*	42*	64*	69*	19*
b.	14*	40*	50*	37*	50*	45*	8*
Item 16. Arrange in order the levels of human needs.							
a. Esteem	16*	39*	38*	68*	50*	28*	25*
b. Self-realization	12*	42*	42*	68*	36*	38*	33*
c. Safety	25*	45*	42*	63*	64*	48*	25*
d. Physiological	18*	44*	42*	68*	64*	35*	29*
e. Attention	14*	40*	42*	63*	71*	28*	17*
Item 17. Select from the list below the benefits of setting goals.							
a. Gives direction to actions	79*	83	74*	95	86	86	88
b. Lets person know success	83	87	77*	95	93	90	96
c. Brings about desired conditions	78*	85	83	90	64*	97	83
d. Creates self-confidence	88	89	87	95	100	93	79*

TABLE 7 Human Relations (Continued)

Item	Pretest All Schools N=130	Posttest All Schools N=139	School 1 N=53	School 6 N=19	School 8 N=14	School 9 N=29	School 13 N=24
Item 18. List the steps for creating a change in attitude.							
a.	10*	29*	21*	63*	43*	28*	13*
b.	8*	25*	19*	53*	36*	24*	8*
c.	5*	19*	19*	42*	36*	10*	4*
d.	4*	18*	17*	37*	29*	14*	8*
e.	3*	16*	15*	37*	29*	10*	0*
f.	2*	14*	15*	32*	29*	3*	0*
Item 19. Arrange in order the steps to solve problems.							
a.	54*	81	79*	100	79*	79*	71*
b.	68*	86	85	100	86	86	79*
c.	59*	82	83	95	57*	86	79*
d.	51*	80	79*	95	57*	86	75*

TABLE 8

SELLING: PRE-APPROACH, APPROACH AND DETERMINING NEEDS

PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=199	Posttest All Schools N=205	School 1 N=51	School 6 N=18	School 7 N=24	School 9 N=29	School 12 N=28	School 13 N=27	School 14 N=28
Item 1. Match the terms on the right to the correct definitions on the left.									
a. Commission	94	99	100	100	100	97	100	93	100
b. Sales quota	81	97	96	100	100	90	100	93	100
c. Salary	86	99	100	100	100	100	100	93	100
d. Buying motives	92	98	98	100	100	97	100	89	100
e. Pre-approach	86	97	98	100	100	97	100	85	100
Item 2. Arrange in the usual order the eight steps of a sale.									
a. Determining needs	32*	83	80	94	100	79*	86	74*	79*
b. Handling objections	23*	72*	61*	78*	100	72*	75*	59*	75*
c. Reassurance	5*	74*	49*	78*	100	86	89	59*	79*
d. Approach	49*	88	84	89	100	90	100	74*	86
e. Suggestion selling	16*	66*	43*	72*	100	62*	79*	59*	71*
f. Close	5*	65*	37*	72*	100	69*	75*	59*	71*
g. Pre-approach	60*	92	90	89	100	97	93	85	89
h. Presentation	26*	77*	73*	72*	100	66*	82	74*	75*
Item 3. Select from the list below kinds of information a salesperson would need to gather during the pre-approach step of the sales process.									
a. Customer's name	67*	89	92	94	100	79*	86	82	89
b. Customer's income	77*	78*	67*	83	100	76*	68*	82	82
c. Best time to see	69*	77*	77*	83	100	66*	64*	74*	82
d. Who makes decision	65*	82	90	78*	92	79*	82	74*	75*
e. Stock locations	62*	83	82	78*	92	86	79*	82	82
f. Company policies	73*	81	78*	83	92	79*	71*	78*	89
g. Product information	88	96	96	100	100	93	89	93	100
h. Delivery dates	71*	82	75*	89	96	79*	79*	78*	93

TABLE 8 Selling: Pre-Approach, Approach and Determining Needs (Continued)

Item	Pretest All Schools N=199	Posttest All Schools N=205	School 1 N=51	School 6 N=18	School 7 N=24	School 9 N=29	School 12 N=28	School 13 N=27	School 14 N=28
Item 4. List two sources of product information.									
a.	25*	83	80	89	100	69*	93	78*	79*
b.	21*	79*	77*	89	100	69*	86	63*	79*
Item 5. Select from the list below true statements about selling approaches.									
a. "May I help you?" is one of most effective	37*	85	67*	94	92	86	100	85	89
b. Greeting statement may be used alone with pause	73*	89	88	83	100	86	79*	89	96
c. Greeting approach may be used with others	76*	96	96	94	100	97	96	96	93
d. Merchandise approach least effective	66*	85	78*	83	92	86	93	78*	93
e. Service approach used when busy	53*	83	84	94	83	86	79*	67*	89
f. Service approach stated variously	67*	82	75*	89	100	86	64	85	82
g. Service approach best when customer is looking	30*	51*	47*	39*	79*	52*	36*	44*	64*
Item 6. Select from the list below true statements about acknowledging new customers when already busy with a customer.									
a. Nod, smile, and/or greet	94	98	98	100	100	93	93	100	100
b. Casually leave "just looking" customer	82	90	77	94	88	93	96	96	96

TABLE 8 Selling: Pre-Approach, Approach and Determining Needs (Continued)

Item	Pretest All Schools N=199	Posttest All Schools N=205	School 1 N=51	School 6 N=18	School 7 N=24	School 9 N=29	School 12 N=28	School 13 N=27	School 14 N=28
c. Help friends and prosperous looking customers at once	79*	94	92	100	100	90	96	85	96
d. Avoid helping too many customers at once	87	94	90	100	100	93	86	100	96
Item 7. Tell how to determine the speed of approaching a customer.	15*	73*	69*	94	96	83	61*	48*	75*
Item 8. Tell how to determine customer's needs.	30*	79*	63*	83	100	83	89	67*	86
Item 9. Select from the following list true statements about the use of customers' names.									
a. Customer will think salesperson is pushy	75*	94	90	100	96	97	96	93	93
b. Introduce yourself	86	93	90	100	92	93	89	89	100
c. Learn names from credit cards, etc.	85	97	98	100	96	97	93	96	100

TABLE 9
SELLING: PRESENTATION
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=174	Posttest All Schools N=197	School 1 N=50	School 6 N=18	School 7 N=23	School 9 N=25	School 12 N=27	School 13 N=27	School 14 N=27
Item 1. Select from the list below true statements about how to show merchandise.									
a. Handle respectfully	98	99	100	100	100	100	100	89	100
b. Don't use hands	91	82	90	89	78*	96	56*	78*	82
c. Show as it's used	94	96	100	100	91	100	96	85	100
d. Keep eyes on it	70*	85	92	83	87	76*	85	82	85
e. Hold as long as possible	47*	78*	76*	83	100	56*	78*	82	74*
f. Involve all 5 senses	83	96	96	100	100	96	100	85	100
g. Avoid excesses	64*	76*	76*	78*	96	68*	74*	63*	78*
Item 2. Select from the following list true statements about what to say about the merchandise during the presentation.									
a. Sell features not benefits	61*	85	86	83	100	92	74*	82	82
b. Picture customer using	91	99	100	100	100	100	100	89	100
c. Refer to customer statements	73*	88	86	83	100	96	93	67*	93
d. Use description	93	89	82	94	100	88	89	89	89
e. Avoid degrading or trite	75*	84	84	78*	100	80	85	70*	93
f. Use technical words	58*	82	90	72*	91	76*	78*	82	74*
g. Anticipate buying	88	94	98	94	100	96	93	85	93
h. Ask short questions	61*	80	68*	94	100	76*	100	48*	93
i. Never argue	83	93	98	89	100	84	93	85	100
j. Don't judge customer	82	92	94	94	96	92	96	85	89
k. Use people references	62*	86	78*	72*	100	96	89	82	93

TABLE 9 Selling: Presentation (Continued)

Item	Pretest All Schools N=174	Posttest All Schools N=197	School 1 N=50	School 6 N=18	School 7 N=23	School 9 N=25	School 12 N=27	School 13 N=27	School 14 N=27
Item 3. Select from the following list true statements about how to talk about price.									
a. Let customer mention first	69*	88	84	83	100	92	96	82	85
b. Be positive about price	99	98	100	100	100	96	100	85	100
c. Show lowest price first	64*	90	88	94	96	88	96	85	85
d. Show small quantities	50*	57*	50*	50*	91	52*	70*	67*	26*
Item 4. Dicuss factors affecting how much merchandise to show at one time.	18*	62*	54*	89	96	64*	41*	37*	78*
Item 5. Discuss where to focus attention in the following situations when the customer is not alone.									
a. With influencing friends	20*	85	86	94	100	76*	93	74*	78*
b. Husband & wife	17*	74*	86	83	100	76*	82	44*	44*
c. Group of people	17*	77*	72*	72*	100	80	93	56*	70*
d. Parents w/children	16*	71*	66*	78*	100	64*	78*	48*	70*
Item 6. Tell how to handle statements about competitors.	15*	74*	70*	67*	100	68*	85	52*	78*
Item 7. State one way to recognize and one way to help the following types of customers.									
a. Impulsive									
1. Recognize	16*	74*	72*	83	100	76*	59*	70*	67*
2. Help	18*	74*	72*	78*	100	80	52*	70*	70*
b. Deliberate									
1. Recognize	15*	60*	54*	78*	100	56*	44*	70*	33*
2. Help	15*	62*	56*	78*	100	60*	48*	67*	41*

TABLE 9 Selling: Presentation (Continued)

Item	Pretest All Schools N=174	Posttest All Schools N=197	School 1 N=50	School 6 N=18	School 7 N=23	School 9 N=25	School 12 N=27	School 13 N=27	School 14 N=27
c. Undecided									
1. Recognize	28*	78*	62*	78*	100	84	59*	93	85
2. Help	25*	76*	72*	83	100	76*	63*	85	59*
d. Decided									
1. Recognize	30*	90	92	100	100	92	74*	89	85
2. Help	21*	81	86	83	100	76*	63*	78*	78*
e. Very talkative									
1. Recognize	27*	88	86	89	100	96	70*	85	89
2. Help	17*	78*	74*	89	100	72*	67*	74*	82
f. Silent									
1. Recognize	21*	87	92	89	100	88	70*	89	78*
2. Help	19*	76*	80	78*	100	80	56*	74*	67*
g. Know-it-all									
1. Recognize	23*	83	80	83	100	80	59*	85	100
2. Help	18*	80	84	89	100	76*	67*	73*	74*

TABLE 10
OVERCOMING OBJECTIONS, CLOSE, SUGGESTION SELLING, AND REASSURANCE
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=165	Posttest All Schools N=194	School 1 N=51	School 6 N=18	School 7 N=23	School 9 N=27	School 12 N=24	School 13 N=25	School 14 N=26
Item 1. Select from the following list true statements about handling customer's objections.									
a. Anticipate and try to answer beforehand	95	95	94	100	100	85	96	92	100
b. Customer is not interested	87	96	100	100	100	82	100	96	96
c. Customer needs more information	90	98	100	100	100	85	100	100	100
d. Clues to improve service	82	92	92	94	100	89	79*	92	100
e. Realize customer needs assurance	84	96	98	94	100	89	96	92	100
f. Avoid delay in answering	91	96	96	100	100	82	100	96	100
Item 2. Match the methods of handling objections about merchandise on the right to descriptive statements on the left.									
a. "Yes but" or "Yes and"	44*	71*	59*	89	96	52*	79*	80	67*
b. Demonstration	59*	88	88	100	100	56*	88	100	89
c. Direct denial	18*	52*	35*	72*	100	22	58*	52*	56*
d. Explanation	46*	64*	53*	89	100	52*	71*	48*	56*
e. Boomerang	46*	74*	71*	100	100	30*	80	80	78*
f. Superior point	22*	52*	39*	67*	96	19*	71*	52*	48*
Item 3. Match common objections related to time of purchase and price on the right to methods of handling those objections on the left.									
a. More than I want to pay	42*	60*	47*	94	100	22*	58*	60*	69*
b. I always bought brand X	64*	86	90	94	96	56*	96	84	85

TABLE 10 Overcoming Objections, Close, Suggestion Selling, and Reassurance (Continued)

Item	Pretest All Schools N=165	Posttest All Schools N=194	School 1 N=51	School 6 N=18	School 7 N=23	School 9 N=27	School 12 N=24	School 13 N=25	School 14 N=26
c. I want husband to see first and I don't have money right now	35*	40*	16*	94	100	0	38*	24*	53*
d. I can buy elsewhere for less	47*	73*	73*	94	100	15*	75*	84	85
e. I'll wait until it's marked down	42*	58*	51*	100	100	19*	46*	48*	67*
f. I want to look around first	30*	52*	53*	83	100	11*	46*	36*	48*
g. Will you cut price?	29*	44*	39*	72*	100	7*	25*	24*	58*
Item 4. Select from the following list true statements about when to close a sale.									
a. When basic questions have been answered	64*	87	92	100	96	56*	96	92	82
b. When customer signals ready	82	90	90	100	91	70*	92	96	93
c. Signals may only be verbal	75*	90	94	100	100	74*	75*	96	89
Item 5. Match methods of closing on the right to explanations of each on the left.									
a. Review selling points	34*	42*	63*	33*	39*	30*	33*	40*	33*
b. Ask for sale	18*	39*	31*	61*	96	11*	21*	32*	39*
c. Contrasting advantages	26*	54*	49*	78*	100	26*	46*	60*	41*
d. Premium offer	48*	76*	69*	100	100	30*	88	92	78*
e. Closing on the objection	24*	49*	41*	56*	96	15*	38*	52*	58*
f. Last chance	36*	65*	51*	94	100	22*	79*	64*	70*
g. That's all there is	36*	59*	59*	89	100	19*	63*	44*	52*
h. Offer a choice	48*	77*	77*	100	96	30*	92	68*	89
i. Standing room only	39*	73*	75*	89	96	22*	79*	72*	85

TABLE 10 Overcoming Objections, Close, Suggestion Selling, and Reassurance (Continued)

	Item	Pretest All Schools N=165	Posttest All Schools N=194	School 1 N=51	School 6 N=18	School 7 N=23	School 9 N=27	School 12 N=24	School 13 N=25	School 14 N=26
j.	Service a close	56*	32*	51*	78*	100	11*	54*	64*	50*
k.	Assuming a close	27*	57*	45*	78*	100	22*	58*	52*	65*
l.	Trial close	32*	61*	57*	78*	100	15*	46*	72*	70*
m.	Summarizing objections	21*	44*	37*	72*	100	19*	33*	28*	42*
Item 6. Select from the following list true statements about what to do when a sale is not closed.										
a.	Do nothing	38*	69*	65*	83	91	33*	83	64*	74*
b.	Nothing to say thank you about	76*	95	98	100	100	78*	100	96	93
c.	Invite to look around	73*	91	92	100	100	67*	96	96	93
d.	Invite to return	85	94	96	100	100	85	88	96	96
e.	Realize possible future sales	89	93	94	100	91	82	96	92	96
Item 7. Select from the following list benefits of suggestion selling.										
a.	Most customers don't like but it increases sales	89	94	96	100	100	78	96	92	96
b.	Customer buys things not needed, increases sales	52*	73*	77*	89	96	56*	67*	76*	59*
c.	Reminds customer	44*	64*	65*	83	96	44*	63*	52*	59*
d.	Increases profit and sales	87	94	94	100	100	78*	96	96	100
Item 8. Select from the following list types of items to suggest.										
a.	Related items	79*	90	94	100	91	70*	88	88	96
b.	Larger quantities	84	91	94	100	100	63*	92	92	100
c.	New merchandise	64*	73*	77*	83	91	48*	79*	68*	67*

TABLE 10 Overcoming Objections, Close, Suggestion Selling, and Reassurance (Continued)

	Item	Pretest All Schools N=165	Posttest All Schools N=194	School 1 N=51	School 6 N=18	School 7 N=23	School 9 N=27	School 12 N=24	School 13 N=25	School 14 N=26
d.	Special bargains	82	89	92	94	100	67*	83	96	93
e.	Advertised products	88	93	94	100	100	78*	92	92	100
f.	Items appropriate to weather	83	84	86	89	96	67*	79*	84	89
g.	Additional features/new uses	79*	89	92	94	100	70*	92	88	89
h.	Special occasion items	77*	89	88	94	100	67*	88	96	93
i.	Low priced, necessity, impulse items	77*	84	84	89	100	74*	67*	88	89
j.	Emotional appeal/high priced	85	82	84	72*	83	67*	83	88	89
Item 9. Select from the following list rules for suggestion selling.										
a.	Satisfy original request first	56*	57*	55*	56*	78*	52*	50*	52*	59*
b.	Consider customer's wants	85	90	94	100	100	67*	79*	84	100
c.	Be specific	82	91	94	100	100	74*	88	96	89
d.	Remain positive	76*	79*	88	94	100	52*	63*	68*	55*
e.	Explain reason	87	91	96	100	100	63*	92	92	96
f.	Show while suggesting	62*	81	82	89	100	52*	88	68	89
g.	Avoid too many suggestions	82	88	90	94	96	59*	88	96	96
Item 10. Tell how to trade up.		76*	87	94	94	91	63*	75*	88	96
Item 11. Arrange in order the steps in substitute selling.										
a.	Point out additional benefits	15*	40*	31*	50*	87	11*	42*	28*	48*
b.	Point out similarities	54*	76*	84	94	83	37*	83	68*	85
c.	Show substitute quickly	48*	71*	80	94	83	26*	83	64*	70*

TABLE 10 Overcoming Objections, Close, Suggestion Selling, and Reassurance (Continued)

Item	Pretest All Schools N=165	Posttest All Schools N=194	School 1 N=51	School 6 N=18	School 7 N=23	School 9 N=27	School 12 N=24	School 13 N=25	School 14 N=26
Item 12. List two reasons for offering reassurance after the sale has been closed.									
a.	49*	77*	88	94	83	33*	88	72*	78*
b.	30*	70*	78*	83	87	26*	79*	64*	74*
Item 13. List two common duties of a salesperson other than direct selling.									
a.	20*	56*	69*	72*	87	11*	67*	28*	59*
b.	19*	57*	73	83	87	4*	58*	60*	33*

TABLE 11
DISPLAY
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=88	Posttest All Schools N=104	School 6 N=21	School 7 N=27	School 9 N=29	School 13 N=27
Item 1. Match the terms on the right to the correct definitions.						
a. Point of purchase display	16*	69*	81	85	55*	59*
b. Closed display	38*	95	100	100	86	96
c. Open display	30*	91	95	96	79*	96
d. Prop	28*	86	95	92	79*	78*
e. Institutional display	11*	61*	86	67*	55*	41*
f. Promotional display	18*	61*	86	67*	48*	48*
g. Visual merchandising	11*	54*	76*	74*	38*	33*
h. Dominance	20*	58*	67*	82	38*	48*
i. Informal balance	44*	85	91	96	69*	85
j. Formal balance	48*	90	91	100	76*	96
k. Optical center	21*	64*	76*	48*	55*	82
l. Focal point	25*	63*	76*	52*	59*	67*
m. Receding colors	36*	83	95	93	72*	74*
n. Advancing colors	38*	86	95	93	79*	78*
o. Color wheel	45*	94	100	96	90	93
p. Suspension display	29*	81	95	93	72*	67*
q. Free form display	5*	52*	71*	63*	38*	41*
r. Thumbnail sketches	43*	91	95	100	86	85
s. Layout	26*	83	91	100	72*	70*
t. Copy	28*	83	81	93	76*	82
u. Show cards	30*	91	100	96	79*	93
Item 2. Select from the following list the purposes of displays.						
a. Sell merchandise	89	91	91	93	83	100
b. Bring customers in	90	90	91	89	90	93
c. Build an image	64*	77*	86	78*	55*	93
d. Maintain goodwill	65*	87	91	93	83	82
e. Suggest combinations	88	87	81	89	79*	96

TABLE 11 Display (Continued)

	Item	Pretest All Schools N=88	Posttest All Schools N=104	School 6 N=21	School 7 N=27	School 9 N=29	School 13 N=27
f.	Introduce new items	92	92	91	93	90	96
g.	Create pleasing environment	75*	84	91	85	69*	93
h.	Remind customers	74*	78*	81	70*	69*	93
Item 3.	Match time and structural design classifications on the right to descriptions of each.						
a.	Lobby window display	45*	56*	68*	48*	45*	67*
b.	End-of-season	61*	96	100	96	93	96
c.	Shadow box display	63*	97	95	100	97	96
d.	Preseason display	67*	97	95	96	97	100
e.	Island display	45*	86	91	93	79*	82
f.	Runner display	46*	74*	71*	78*	79*	67*
g.	Special event display	60*	94	95	96	97	89
h.	Wall display	64*	94	95	93	97	93
i.	Corner window display	40*	73*	81	78*	55*	82
j.	Ledge display	53*	89	95	89	86	89
Item 4.	Arrange in order the steps in creating a display.						
a.	Make necessary adjustments	21*	58*	67*	59*	55*	52*
b.	Place show cards	25*	40*	52*	33*	31*	48*
c.	Set up large props	32*	61*	71*	52*	66*	56*
d.	Clean display area	26*	58*	62*	52*	59*	59*
e.	Select merchandise & props	32*	64*	67*	59*	66*	67
f.	Plan the window	38*	64*	62*	63*	59*	74*
g.	Add decorative props	37*	40*	57*	30*	38*	41*
h.	Place prices	20*	45*	52*	33*	41*	56*
i.	Place merchandise & accessories	24*	43*	62*	37*	38*	41*
j.	Remove old display	21*	50*	62*	44*	48*	48*

TABLE 11 Display (Continued)

Item	Pretest All Schools N=88	Posttest All Schools N=104	School 6 N=21	School 7 N=27	School 9 N=29	School 13 N=27
Item 5. Match the basic design principles on the right to descriptions of each.						
a. Interference	24*	56*	62*	48*	69*	44*
b. Contrast	32*	57*	57*	63*	55*	52*
c. Rhythm	25*	48*	62*	37*	52*	44*
d. Repetition	20*	46*	38*	41*	52*	52*
e. Gradations	26*	45*	57*	33*	48*	44*
f. Harmony	28*	56*	67*	59*	55*	44*
Item 6. Identify each of the following basic display arrangements.						
a. Radiation	9*	52*	43*	70*	35*	59*
b. Radiation	7*	50*	48*	67*	28*	59*
c. Stair-step	7*	75*	57*	89	79*	70*
d. Stair-step	9*	67*	62*	78*	59*	70*
e. Pyramid	7*	81	71*	89	72*	89
f. Pyramid	6*	65*	57*	63*	59*	82
g. Zig-zag	6*	71*	62*	74*	76*	70*
h. Repetition	7*	76*	71*	70*	69*	93
i. Mass	9*	68*	62*	59*	76*	74*
j. Dump	8*	58*	57*	59*	38*	78*
k. Dump	6*	63*	57*	67*	48*	78*
Item 7. Describe the impression given by the number of items in a display.						
a.	13*	39*	52*	33*	31*	44*
b.	9*	37*	52*	33*	31*	33*
Item 8. Select from the following list true statements about the uses of color in displays.						
a. Use colored lights to give truthful presentation of merchandise	41*	57*	67*	56*	48*	59*

TABLE 11 Display (Continued)

Item	Pretest All Schools N=88	Posttest All Schools N=104	School 6 N=21	School 7 N=27	School 9 N=29	School 13 N=27
b. Many colors highly recommended	48*	68*	81	74*	66*	56*
c. Avoid direct sunlight	76*	92	95	96	97	82
d. Aware of psychology	75*	90	91	93	93	85
Item 9. Select from the following list true statements about lighting techniques.						
a. Accent background with bright lights	58*	63*	57*	82	55*	56*
b. Brightest light on dominant part	66*	84	86	93	69*	89
c. Avoid glare	82	98	95	100	97	100
d. Avoid shadows except for special effects	77*	95	95	96	90	100
e. Avoid changing merchandise color	77*	91	91	96	86	93
f. Hide lighting fixtures	65*	83	91	85	86	70*
g. Check lighting at night	58*	72*	86	85	62*	59*
Item 10. Select from the following list true statements about handling customer's request for merchandise on display.						
a. Know what is on display from your department	80	98	95	100	97	100
b. Know where it is displayed	83	98	95	100	97	100
c. Check stock before removing from display	77*	97	95	96	97	100
d. Know store policies	78*	96	95	100	93	96
e. Replace merchandise when time permits	67*	78*	71*	85	72*	82

TABLE 11 Display (Continued)

Item	Pretest All Schools N=88	Posttest All Schools N=104	School 6 N=21	School 7 N=27	School 9 N=29	School 13 N=27
f. Delayed sale, customer returns after display is removed	55*	62*	67*	70*	48*	63*
g. Delayed sale, mark so merchandise is sold only once	59*	75*	67*	67*	69*	96
Item 11. Select from the following list true statements about the placement of interior displays.						
a. Placed to left of doors	56*	69*	71*	59*	79*	67*
b. Effective at end of aisles	61*	81	76*	78*	90	78*
c. May be on ledges	67*	84	62*	93	86	89
d. Should be above eye level	52*	62*	67*	52*	76*	52*
Item 12. Identify the types of displays made from stacking boxes.						
a. Window-cut case	8*	39*	43*	15*	52*	44*
b. Tray-cut case	6*	46*	48*	26*	55*	56*
Item 13. Identify the parts of the show card illustrated below.						
a. Lead line	10*	45*	38*	26*	62*	52*
b. Headline	10*	52*	52*	33*	72*	48*
c. Selling features and benefits	10*	63*	43*	67*	62*	74*
d. Price line	18*	73*	86	52*	76*	82
Item 14. List two purposes of signs or show cards.						
a.	28*	71*	48*	78*	72*	82
b.	21*	66*	62*	74*	66*	63*

TABLE 11 Display (Continued)

Item	Pretest All Schools N=88	Posttest All Schools N=104	School 6 N=21	School 7 N=27	School 9 N=29	School 13 N=27
Item 15. Select from the following list factors to be considered in planning show card layouts.						
a. Draw thumbnail sketches before	64*	89	76*	96	97	85
b. Use generous margins	58*	77*	71*	78*	76*	82
c. Balance the layout	69*	91	76*	93	97	96
d. Write good copy	61*	91	86	96	90	93
e. Make copy appeal to general	31*	28*	24*	30*	28*	30*
f. Appropriate lettering style	65*	87	71*	89	86	96
g. Get as much information as possible on card	42*	49*	52*	41*	45*	59*
h. Decide what should be emphasized	65*	89	76*	93	90	93
i. Make clear legible letters	66*	92	81	96	97	93
j. Space letters evenly	68*	89	67*	100	93	89
k. Larger letters for more important	60*	89	71*	89	100	93

TABLE 12
ADVERTISING MEDIA
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item		Pretest All Schools N=91	Posttest All Schools N=95	Posttest School 6 N=18	Posttest School 7 N=25	Posttest School 9 N=28	Posttest School 13 N=24
Item 1.	Match the terms on the right to the correct definitions.						
a.	Leader	13*	79*	89	100	68*	63*
b.	Advertising	11*	68*	83	100	50*	46*
c.	Advertising rate card	74*	97	100	100	96	92
d.	Publicity	23*	65*	89	100	43*	38*
e.	Media	19*	75*	94	100	57*	54*
f.	Promotional advertising	31*	76*	83	100	61*	63*
g.	Local advertising	60*	92	100	100	86	83
h.	Institutional advertising	36*	78*	83	100	64*	67*
i.	Cooperative advertising	41*	86	100	100	79*	71*
j.	National advertising	62*	96	100	100	96	88
k.	Spot announcement	30*	85	94	100	82	67*
l.	Classified ad	40*	82	94	96	82	58*
m.	Network	26*	81	94	100	71*	63*
n.	Milline rate	41*	82	89	100	82	58*
o.	Mailing list	54*	92	100	100	86	83
p.	Column inch	34*	81	89	96	79*	63*
q.	R.O.P.	12*	72*	89	100	64*	38*
r.	Advertising budget	36*	83	89	96	71*	79*
s.	Prime time	55*	94	100	100	89	88
t.	Advertising agency	36*	81	94	96	75*	63*
Item 2.	Select from the following list the goals of advertising.						
a.	Introduce new products etc.	93	94	100	92	100	83
b.	Sell specific goods, etc.	86	94	100	96	89	92
c.	Maintain goodwill	89	95	100	96	96	88

TABLE 12 Advertising Media (Continued)

Item	Pretest All Schools N=91	Posttest All Schools N=95	School 6 N=18	School 7 N=25	School 9 N=28	School 13 N=24
d. Attract new customers	84	96	100	96	96	92
e. Balance sales volume	64*	76*	89	92	64*	63*
f. Bring customers in	88	97	100	96	100	92
Item 3. Select from the following list the kinds of merchandise to advertise.						
a. Slow moving merchandise	33*	67*	83	100	57*	33*
b. Timely merchandise	73*	88	89	96	96	71*
c. Reduced items	84	91	100	96	86	83
d. New items and styles	90	95	100	96	100	83
Item 4. Name the factors which determine when to advertise.						
a.	30*	76*	61*	100	71*	67*
b.	19*	71*	61*	100	57*	63*
Item 5. List one advantage and one disadvantage under each of the media given.						
a. Newspaper						
1) Advantage	39*	96	100	100	100	83
2) Disadvantage	9*	83	94	100	82	58*
b. Magazine						
1) Advantage	19*	91	89	100	89	83
2) Disadvantage	14*	91	89	100	89	83
c. Direct mail						
1) Advantage	25*	90	89	100	93	75*
2) Disadvantage	23*	90	100	100	93	67*
d. Radio						
1) Advantage	14*	85	100	100	93	50*
2) Disadvantage	9*	68*	67*	100	64*	42*
e. Television						
1) Advantage	26*	96	100	100	93	92
2) Disadvantage	14*	86	100	100	86	63*

TABLE 12 Advertising Media (Continued)

Item	Pretest All Schools N=91	Posttest All Schools N=95	School 6 N=18	School 7 N=25	School 9 N=28	School 13 N=24
Item 6. Select from the following list true statements about the various forms of advertising media.						
a. Table tent is stand-up card in restaurants	65*	85	78*	100	75*	88
b. Shopping news is mainly ads and distributed free	71*	94	94	100	93	88
c. Car-card advertising is placed in busses, etc.	78*	94	100	100	93	83
d. Handbill is ad distributed door to door, etc.	82	92	83	100	93	88
e. Outdoor advertising includes billboards, etc.	81	95	100	100	89	92
f. Catalog is printed on regular basis by mail order or store	79*	90	83	100	82	92
g. Directory advertising is in yellow pages	77*	91	94	100	86	83
h. Program advertising is profitable in immediate sales	30*	43*	56*	64*	18*	42*
i. Specialty advertising is door-to-door sales	30*	50	78*	64*	25*	42*

TABLE 13
ADVERTISING LAYOUT
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item		Pretest All Schools N=113	Posttest All Schools N=112	School 6 N=18	School 7 N=25	School 9 N=28	School 12 N=15	School 13 N=26
Item 1.	Match the terms on the right to the correct definitions.							
a.	Layout	58*	92	100	100	86	93	85
b.	Copy	58*	88	100	100	82	93	73*
c.	Informal balance	67*	98	100	96	100	93	100
d.	Formal balance	66*	95	100	96	89	93	96
e.	Focal point	45*	86	94	96	82	67*	85
f.	Optical center	44*	85	94	96	82	67*	81
g.	Mat	42*	91	94	96	86	93	89
h.	Proof	50*	93	100	100	86	100	85
i.	White space	66*	100	100	100	100	100	100
j.	Logotype	43*	90	94	100	82	100	81
k.	Omnibus ad	60*	94	100	100	86	93	93
l.	Slick book	66*	97	94	100	100	93	96
m.	Type face	48*	91	100	100	86	100	77*
Item 2.	List the major parts of an advertising layout.							
a.		35*	90	100	100	82	93	81
b.		26*	88	100	100	79*	93	77*
c.		22*	84	100	100	68*	93	69*
d.		17*	81	100	100	71*	73*	65*
e.		10*	80	100	100	71*	80	54*
f.		7*	79*	100	100	64*	80	58*
g.		3*	76*	100	100	64*	87	42*
h.		5*	68*	100	100	54*	80	23*
Item 3.	Select from the following list true statements about the characteristics of a good headline.							
a.	Catches attention	94	86	94	76*	82	100	85
b.	Stresses "I" "Me"	66*	86	94	92	82	87	77*
c.	Arouses curiousity	92	92	100	92	100	87	81

TABLE 13 Advertising Layout (Continued)

	Item	Pretest All Schools N=113	Posttest All Schools N=112	School 6 N=18	School 7 N=25	School 9 N=28	School 12 N=15	School 13 N=26
d.	Sounds exciting	90	90	94	96	96	80	81
e.	Leads to reading rest	93	93	100	100	89	100	81
f.	Needn't indicate content	76*	88	100	96	75	93	81
g.	Stresses customer benefit	80	86	100	88	89	80	73*
h.	Appeals to buying motives	88	90	100	88	96	93	90
i.	Always honest	73*	87	94	100	93	73*	69*
j.	Easy to read	94	96	100	100	96	100	85
k.	Straight left to right	70*	77*	94	80	79	60*	69*
l.	Includes punctuation	32*	66*	94	100	54*	53*	35*
m.	May use hyphens	51*	73*	100	88	79*	60*	42*
n.	White on black	52*	80	94	92	75*	67*	73*
o.	Several headlines	57*	84	100	100	82	67*	69*
p.	Timely	63*	79*	83	100	82	53*	65*
q.	Action verbs	81	86	94	96	86	73*	77*
r.	Persuasive selling	86	88	89	96	86	87	81
s.	Recognized as store's	81	87	100	96	89	60*	81
Item 4. Select from the following list purposes of subheadings.								
a.	Breaks monotony	67*	80	94	100	82	60*	62*
b.	Explains headline further	83	96	100	100	100	93	85
c.	Gives clues to main points	81	85	100	96	86	73*	69*
d.	Helps reader choose parts of interest	83	82	94	96	75	80	69

TABLE 13 Advertising Layout (Continued)

Item	Pretest All Schools N=113	Posttest All Schools N=112	School 6 N=18	School 7 N=25	School 9 N=28	School 12 N=15	School 13 N=26
Item 5. Select from the following list true statements about characteristics of good copy.							
a. Gives buying reasons	93	96	100	100	100	100	85
b. Reason for shopping store	82	89	94	100	89	80	81
c. Buy now	89	93	100	100	89	93	85
d. Common cliches	42*	71*	89	100	64*	67*	42*
e. Many abbreviations	65*	87	94	100	82	87	73*
f. Specific descriptions	77*	90	94	100	96	87	73*
g. Important store information	83	89	100	100	89	73*	81
h. Enthusiastic	89	88	100	100	89	73*	77*
i. Informative	89	96	100	100	96	100	85
j. Fun to read	75*	85	94	100	82	73*	73*
k. Different type faces	44*	71*	94	80	64*	73*	50*
l. Incomplete sentences	66*	76*	78*	60*	89	93	65*
m. Begin with boldface	80	88	89	100	82	93	77*
Item 6. Select from the following list true statements about illustrations.							
a. Present merchandise effectively	84	88	100	100	89	67*	81
b. Guide reader's attention	83	91	100	100	93	87	77*
c. All related items priced	53*	70*	100	100	57*	47*	46*
d. Dominant attention-getter	85	88	100	100	79*	100	73*
Item 7. Select from the following list factors which determine the best location for an ad in the newspaper.							
a. Inside edge of page	56*	69*	72*	100	57*	53*	58*
b. Next to reading materials	66*	82	100	100	82	87	50*

TABLE 13 Advertising Layout (Continued)

Item	Pretest All Schools N=113	Posttest All Schools N=112	School 6 N=18	School 7 N=25	School 9 N=28	School 12 N=15	School 13 N=26
c. In widely read section	91	96	100	100	100	100	81
Item 8. Name the factors to remember when selecting color for an ad.							
a.	19*	72*	94	100	46*	67*	62*
b.	7*	61*	94	100	39*	40*	35*
Item 9. List ways to assure wise use of white space in an ad.							
a.	4*	61*	89	100	39*	33*	42*
b.	2*	55*	83	100	29*	27*	35*
c.	2*	47*	83	100	18*	7*	27*
Item 10. Select from the following list true statements about layout design.							
a. Direct eye smoothly	93	93	100	100	93	100	77*
b. Often follow letter shapes	59*	82	100	100	89	53*	62*
c. Elements in harmony	84	89	100	92	89	87	81
d. Use attention-getters	94	90	100	100	82	93	81
Item 11. Identify the main focal point on the following diagram.							
	20*	58*	100	64*	39*	47*	50*
Item 12. Match the stages in developing an ad layout on the right to their correct descriptions.							
a. Rough draft	27*	59*	89	84	50*	47*	31*
b. Comprehensive	26*	57*	89	92	46*	40*	23*
c. Thumbnail sketch	34*	68*	89	88	68*	33*	54*

TABLE 13 Advertising Layout (Continued)

Item	Pretest All Schools N=113	Posttest All Schools N=112	School 6 N=18	School 7 N=25	School 9 N=28	School 12 N=15	School 13 N=26
Item 13. Select from the list below true statements about a sale ad.							
a. Stress saving alone	34*	62*	89	100	43*	47*	35*
b. Need not give reason for sale	57*	86	94	100	82	80	73*
c. Emphasize savings by comparing	89	95	100	100	96	93	85

TABLE 14
MERCHANDISING
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item		Pretest All Schools N=133	Posttest All Schools N=155	School 1 N=49	School 6 N=18	School 7 N=17	School 9 N=24	School 12 N=22	School 13 N=25
Item 1. Match terms on the right to the correct definitions on the left.									
a.	Invoice	51*	81	84	100	94	71*	91	52*
b.	Multiple pricing	30*	71*	76*	100	100	63*	50*	48*
c.	Basic stock list	41*	83	90	100	100	75*	73*	64*
d.	Unit pricing	16*	62*	57*	100	100	67*	50*	24*
e.	Stock count	31*	75*	76*	100	100	71*	73*	44*
f.	Markup	16*	72*	70*	100	100	75*	64*	40*
g.	Physical Inventory	26*	76*	74*	100	100	67*	77*	56*
h.	Markdown	35*	86	90	100	100	88	82	60*
i.	Cost code	17*	67*	65*	100	100	50*	55*	52*
j.	Comparison shopping	45*	94	100	100	100	83	96	80
k.	Want slip	37*	87	92	100	100	75*	96	64*
l.	National brands	16*	71*	78*	100	88	50*	86	32*
m.	Staple goods	14*	70*	69*	100	94	58*	77*	36*
n.	Private brands	20*	77*	78*	100	94	63*	86	52*
o.	Fashion goods	20*	76*	80	100	94	67*	86	40*
p.	Trademark	20*	79*	88	100	100	63*	96	32*
q.	Net	11*	56*	57*	100	94	38*	46*	20*
r.	Budget	8*	53*	47*	100	100	50*	41*	12*
s.	Gross	11*	65*	74*	100	94	50*	59*	24*
t.	Memo	20*	77*	88	100	100	58*	86	32*
u.	Dating	13*	72*	72*	100	100	54*	86	36*
v.	Variable costs	8*	52*	45*	100	100	29*	46*	28*
w.	C.O.D.	28*	91	98	100	100	88	91	68*
x.	Fixed costs	11*	57*	49*	94	100	58*	46*	28*
y.	List price	11*	65*	65*	100	100	42*	77*	24*
z.	Break-even point	5*	52*	43*	100	100	33*	55*	16*
aa.	Perpetual inventory	12*	61*	63*	100	100	50*	55*	20*
bb.	Revenue	8*	57*	43*	100	100	58*	68*	12*
cc.	Open-to-buy	7*	54*	53*	100	94	29*	55*	20*

TABLE 14 Merchandising (Continued)

	Item	Pretest All Schools N=133	Posttest All Schools N=155	School 1 N=49	School 6 N=18	School 7 N=17	School 9 N=24	School 12 N=22	School 13 N=25
dd.	Ratio	13*	58*	59*	100	100	33*	59*	20*
ee.	Gross sales	12*	59*	65*	100	94	33*	46*	32*
ff.	Net profit	10*	47*	35*	100	94	25*	46*	24*
gg.	Net sales	8*	47*	41*	94	94	29*	36*	20*
hh.	Operating expenses	14*	68*	78*	100	100	46*	73*	20*
ii.	Cost of goods	8*	50*	43*	100	100	38*	32*	20*
jj.	Gross margin	5*	39*	27*	100	100	21*	27*	4*
kk.	Turnover	8*	56*	47*	100	100	38*	64*	20*
ll.	Purchase order	19*	74*	74*	100	100	67*	86	32*
mm.	Stock-sales ratio	9*	59*	59*	100	100	42*	59*	16*
Item 2.	Distinguish between operation/merchandising duties and sales promotion duties in a business.								
a.	Advertising	62*	85	90	100	94	75*	82	72*
b.	Special promotions	65*	89	90	100	94	88	82	84
c.	Customer services, returns	70*	86	92	100	94	92	64*	72*
d.	Buying	73*	90	90	100	100	79*	91	84
e.	Display	63*	87	90	100	94	75*	82	80
f.	Personal selling	43*	61*	55*	100	88	54*	59*	32*
g.	Stockkeeping	71*	87	90	100	100	71*	91	76*
h.	Receiving and checking	70*	88	90	94	100	96	86	68*
i.	Pricing	74*	88	84	100	100	92	91	76*
j.	Marking merchandise	68*	85	82	100	94	92	77*	76*
Item 3.	List three factors to consider before buying merchandise for resale.								
a.		28*	67*	49*	100	100	79*	68*	44*
b.		23*	63*	49*	100	100	67*	68*	28*
c.		14*	57*	45*	100	100	58*	59*	20*

TABLE 14 Merchandising (Continued)

Item	Pretest All Schools N=133	Posttest All Schools N=155	School 1 N=49	School 6 N=18	School 7 N=17	School 9 N=24	School 12 N=22	School 13 N=25
Item 4. Select from the following list items used to analyze a business's performance.								
a. Sales records	85	96	98	100	100	92	91	92
b. Customers	65*	79*	71*	100	100	75*	73*	72*
c. Comparison shopping	60*	76*	67*	100	100	83	55*	72*
d. Surveys of customers	78*	87	90	100	100	83	82	72*
e. Talks with sales reps	68*	80	76*	100	100	83	68*	68*
f. Trade journals & papers	59*	78*	67*	100	100	83	68*	72*
g. Inventory records	81	93	96	100	100	92	86	84
Item 5. Compute inventory using retail prices and cost codes.								
a.	5*	26*	6*	72*	29*	42*	18*	20*
b.	8*	45*	35*	83	59*	42*	46*	28*
Item 6. Arrange in order the steps in taking a physical inventory.								
a. Caller check recording occasionally	39*	85	86	100	89	75*	77*	84
b. Divide store by department	26*	48*	37*	100	100	38*	41*	16*
c. Checker record information	35*	78*	80	100	100	67*	73*	60*
d. Caller give information	35*	77*	76*	100	88	63*	82	64*
e. Form team	19*	48*	33*	100	100	38*	27*	36*
f. Group merchandise	22*	56*	49*	100	100	33*	46*	40*
Item 7. Define the types of perpetual inventory systems listed below.								
a. FIFO	3*	38*	8*	100	100	42*	32*	12*
b. LIFO	2*	38*	8*	100	100	42*	32*	12*

TABLE 14 Merchandising (Continued)

Item	Pretest All Schools N=133	Posttest All Schools N=155	School 1 N=49	School 6 N=18	School 7 N=17	School 9 N=24	School 12 N=22	School 13 N=25
Item 8. Compute average inventory in the following situation.								
	11*	44*	27*	67*	65*	46*	71*	24*
Item 9. Compute stock turnover for the following situations.								
a. In physical units	4*	55*	45*	94	65*	38*	71*	40*
b. On a dollar basis	5*	43*	20*	100	71*	21*	67*	28*
Item 10. Compute stock-sales ratio for the following situations.								
a.	5*	62*	53*	94	88	33*	76*	52*
b.	5*	60*	55*	94	88	33*	71*	40*
Item 11. Compute open-to-buy for the following situation.								
	0*	25*	10*	83	41*	17*	14*	16*
Item 12. Match the following discount and shipping terms to correct definitions.								
a. Promotional	20*	64*	57*	100	100	54*	67*	32*
b. Seasonal	19*	66*	59*	100	100	71*	67*	24*
c. Trade	16*	57*	39*	100	100	58*	57*	28*
d. Cash	20*	67*	53*	100	100	67*	76*	40*
e. Advance dating	13*	50*	37*	100	100	46*	43*	16*
f. Extra dating	22*	81	80	100	100	83*	81	52*
g. R.O.G.	10*	51*	35*	100	100	42*	52*	20*
h. E.O.M.	28*	85	90*	100	100	83	86	56*
i. Chain	21*	76*	67*	100	100	83	76*	52*
j. Consignment	16*	58*	45*	100	100	58*	67*	16*
k. F.O.B.	9*	66*	57*	94	100	83	52*	32*

TABLE 14 Merchandising (Continued)

Item	Pretest All Schools N=133	Posttest All Schools N=155	School 1 N=49	School 6 N=18	School 7 N=17	School 9 N=24	School 12 N=22	School 13 N=25
Item 13. List factors affecting price.								
a.	4*	42*	4*	89	100	42*	71*	20*
b.	4*	42*	6*	89	94	42*	67*	20*
c.	2*	40*	10*	89	94	38*	57*	16*
Item 14. Apply the formulas used in pricing merchandise to the problems listed on the following pages.								
a. Markdown	12*	87	98	100	82	88	86	60*
b. Retail price (Markup $)	2*	40*	39*	83	53*	21*	29*	28*
c. Retail price (Markup %)	7*	71*	76*	100	71*	67*	86	36*
d. Initial markup	10*	80	86	100	82	67*	86	60*
e. Markup in dollars	9*	84	98	100	82	67*	91	56*
f. Maintained markup	8*	85	98	100	82	67*	95	60*
g. Markup % cost	2*	57*	55*	94	71*	42*	57*	40*
h. Markup % retail	2*	51*	55*	72*	71*	38*	52*	24*
i. Cost price (Markup $)	6*	73*	86	94	71*	50*	76*	52*
j. Cost price (Markup %)	1*	44*	41*	83	47*	33*	43*	32*
Item 15. List five categories of operating expenses for a business.								
a.	5*	51*	43*	100	82	42*	52*	20*
b.	5*	55*	51*	100	82	42*	57*	20*
c.	5*	51*	43*	100	82	42*	57*	16*
d.	4*	47*	38*	100	77*	38*	57*	12*
e.	2*	45*	31*	100	77*	38*	57*	8*
Item 16. Complete a profit and loss statement using the following information.								
	2*	52*	53*	72*	71*	50*	38*	36*

TABLE 15
STORE ORGANIZATION
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Pretest All Schools N=96	Posttest All Schools N=92	Posttest School 1 N=50	Posttest School 6 N=16	Posttest School 9 N=24
Item 1. Match the terms on the right to the correct definitions.					
a. Organizational chart	57*	73*	60*	100	79*
b. Rack-jobber	47*	88	80	100	96
c. Line control	37*	66*	46*	100	83
d. Wholesaler	64*	97	96	100	96
e. Staff control	32*	73*	58*	100	83
f. Retailer	46*	91	86	100	96
g. Utility	38*	84	80	100	79*
Item 2. Select from the list below true statements about types of business organizations.					
a. Partnership owned by one person	71*	95	96	94	92
b. Individual proprietorship gives freedom	91	97	96	94	100
c. Individual proprietorship may join others for buying power	85	88	84	94	92
d. Partnerships to give additional finance	89	96	94	100	96
e. Partnership may dissolve	84	91	90	100	88
f. Each partner responsible for all contracts	82	92	90	100	92
g. Corporation owned by stockholders	85	94	92	100	92
h. Corporation profits divided among board	60*	77*	72*	100	71*

TABLE 15 Store Organization (Continued)

Item	Pretest All Schools N=96	Posttest All Schools N=92	Posttest School 1 N=50	Posttest School 6 N=18	Posttest School 9 N=24
i. Corporation requires state charter	74*	83	76*	94	88
j. Cooperative buys goods in quantity	81	87	82	100	88
k. Chain store is four or more	83	89	82	100	96
l. Branch store is centrally owned	31*	35*	20*	100	17*
m. Chain store responsible	44*	48*	30*	100	46*
n. Franchise independently owned	73*	90	88	100	88
o. Franchise granted exclusive	73*	85	86	94	75*
p. Franchise operation rules established by manufacturer	82	90	84	100	96
q. Franchise receives help in financing, etc.	69*	72*	66*	94	67*
r. Leased dealership is owned by company	79*	89	80	100	100
s. Leased dealership benefits from national advertising	74*	80	76*	100	75*
t. Leased dealership requires larger investment than independent	44*	64*	46*	100	75*
u. Merchant wholesaler may carry variety or specialty lines	81	96	94	100	96
v. Merchant wholesaler may provide all or limited service	84	92	92	100	88

TABLE 15 Store Organization (Continued)

Item	Pretest All Schools N=96	Posttest All Schools N=92	Posttest School 1 N=50	Posttest School 6 N=18	Posttest School 9 N=24
w. Agent assists manufacturers in buying and selling	80	88	82	100	92
x. Agent paid by commission	67*	76*	70*	100	71*
y. Agent may not take title to goods	63*	77*	66*	100	83
z. Conglomerate and sideline stores synonymous	34*	51*	36*	94	50*
Item 3. Select from the list below true statements about line and staff organizational charts.					
a. Show that staff members have most authority	45*	44*	24*	83	54*
b. Show advisory function of line members	12*	39*	30*	89	21*
c. Indicate line of promotion	89	99	98	100	100
d. Prevent duplication of effort	66*	73*	64*	100	71*
Item 4. Match the classifications of merchandise on the right to correct descriptions.					
a. Speciality goods	46*	77*	64*	100	88
b. Shopping goods	37*	71*	58*	100	75*
c. Convenience goods	41*	75*	62*	100	83
d. Industrial goods	56*	89	82	100	96
e. Consumer goods	39*	72*	58*	100	79*
f. Soft line	56*	89	78*	100	83
g. Hard line	57*	85	80	100	83
h. Food line	57*	90	86	100	92

TABLE 16
ECONOMICS OF FREE ENTERPRISE
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item		Pretest All Schools N=72	Posttest All Schools N=67	Posttest School 6 N=20	Posttest School 7 N=24	Posttest School 9 N=23
Item 1. Match the terms on the right to the correct definitions.						
a.	Communism	44*	90	95	96	78*
b.	Interdependence	31*	82	85	96	65*
c.	Economics	19*	82	85	96	65*
d.	Capitalism	18*	81	80	96	65*
e.	Free enterprise	24*	81	90	96	57*
f.	Allocation	8*	66*	75*	96	26*
g.	Socialism	17*	85	85	96	74*
h.	Management	11*	61*	75	96	13*
i.	Opportunity Cost	18*	78*	90	96	48*
j.	Demand	15*	78*	95	96	44*
k.	Specialization	10*	79*	90	96	52*
l.	Supply	11*	78*	90	96	48*
m.	Capital	7*	76*	90	96	45*
n.	Product market	8*	79*	90	96	52*
o.	Factor market	13*	87	95	96	70*
p.	Inelasticity	13*	79*	80	96	61*
q.	Elasticity	8*	79*	85	96	57*
r.	Macro-economics	6*	82	90	96	61*
s.	Labor	7*	81	85	96	61*
t.	Economic system	8*	69*	80	96	30*
u.	Micro-economics	6*	82	85	96	65*
v.	Assets	17*	82	90	96	61*
w.	Liabilities	18*	87	90	96	74*
x.	Natural resources	26*	88	95	96	74*
y.	Technology	10*	78*	85	96	52*
z.	Entrepreneur	8*	67*	85	96	22*

TABLE 16 Economics of Free Enterprise (Continued)

Item		Pretest All Schools N=72	Posttest All Schools N=67	Posttest School 6 N=20	Posttest School 7 N=24	Posttest School 9 N=23
Item 2.	List the resources necessary for production of goods and services.					
a.		32*	79*	85	96	57*
b.		18*	69*	85	96	26*
c.		21*	70*	85	92	35*
d.		21*	67*	85	92	26*
Item 3.	Match the economic goals of American people to statements describing each goal.					
a.	Growth	31*	75*	80	88	57*
b.	Freedom	31*	81	85	88	70*
c.	Efficiency	26*	84	85	96	70*
d.	Growth	25*	75*	80	83	61*
e.	Stability	33*	76*	85	88	57*
f.	Growth	15*	66*	80	92	26*
g.	Growth	14*	66*	80	88	30*
h.	Security	31*	78*	75*	83	74*
i.	Growth	13*	75*	75*	88	61*
j.	Justice	26*	84	80	88	83
k.	Growth	10*	55*	70*	83	13*
Item 4.	List the roles of government in the economy.					
a.		14*	76*	75*	96	57*
b.		10*	70*	65*	96	48*
c.		11*	66*	60*	96	39*
Item 5.	Discuss the roles of individuals and businesses in the economy.	4*	64*	65*	96	30*

TABLE 16 Economics of Free Enterprise (Continued)

Item	Pretest All Schools N=72	Posttest All Schools N=67	Posttest School 6 N=20	Posttest School 7 N=24	Posttest School 9 N=23
Item 6. Discuss the function of supply and demand schedules.	10*	70*	65*	96	48*
Item 7. List the things that determine the degree of elasticity of demand.					
a.	4*	67*	80	96	26*
b.	4*	66*	75*	96	26*
c.	6*	61*	70*	96	17*
Item 8. Select from the list below the ways prices influence the economy.					
a. Show what is profitable	72*	91	100	96	78*
b. Determine scarce resource use	57*	87	90	96	74*
c. Determine production methods	67*	84	85	92	74*
d. Determine affordable items	64*	94	100	96	87
e. People determine by what they buy	64*	90	100	79*	91
f. Influence individual's decisions	68*	93	95	96	87
g. Producers research past sales	68*	88	95	96	74*

TABLE 16 Economics of Free Enterprise (Continued)

Item	Pretest All Schools N=72	Posttest All Schools N=67	Posttest School 6 N=20	Posttest School 7 N=24	Posttest School 9 N=23
Item 9. List the benefits of competition and profit.					
a.	13*	82	100	96	52*
b.	10*	75*	95	96	35*
c.	3*	63*	75*	96	17*
d.	3*	60*	75*	96	9*
e.	1*	55*	65*	96	4*
f.	1*	51*	55*	96	0*

TABLE 17
GOVERNMENT AND THE AMERICAN MARKET
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item		Pretest All Schools N=46	Posttest All Schools N=47	Posttest School 6 N=20	Posttest School 9 N=27
Item 1. Match the terms on the right to the correct definitions.					
a.	Quota	20*	66*	55*	74*
b.	Fiscal policy	11*	57*	55*	59*
c.	Fiscal year	41*	89	90	89
d.	Budget deficit	28*	75*	80	70*
e.	Efficient	39*	92	100	85
f.	Commercial bank	57*	96	95	96
g.	Modify	26*	79*	80	78*
h.	Subsidize	15*	75*	80	70*
i.	Depression	39*	94	95	93
j.	Consipicious consumption	30*	85	80	89
k.	Puritan ethic	35*	81	75*	85
l.	Manhours	39*	98	95	100
m.	Fixed income	39*	83	80	85
n.	GNP	24*	77*	70*	82
o.	Discretionary income	15*	72*	80	67*
p.	Recession	35*	89	90	89
q.	Monopoly	20*	81	85	78
r.	Discount rate policy	9*	55*	55*	56*
s.	Marketplace	13*	77*	75*	78*
t.	Federal Reserve	15*	87	75*	96
u.	Fractional reserve requirement	13*	77*	75*	78*
v.	Consumer price index	11*	64*	60*	67*
w.	Inflation	30*	87	85	89
x.	Depreciation allowance	22*	72*	70*	74*
y.	Ethics	28*	79*	70*	85
z.	Incentive	26*	75*	80	70*

TABLE 17 Government and the American Market (Continued)

Item	Pretest All Schools N=46	Posttest All Schools N=47	Posttest School 6 N=20	Posttest School 9 N=27
Item 2. Discuss the characteristics of our modified free enterprise system.	2*	43*	35*	48*
Item 3. Name the methods of spending money.				
a.	9*	57*	45*	67*
b.	4*	60*	45*	70*
Item 4. List areas of government involvement in the marketplace.				
a.	4*	38*	35*	41*
b.	7*	23*	30*	19*
c.	2*	17*	25*	11*
Item 5. List reasons the government's role has increased.				
a.	9*	47*	50*	44*
b.	4*	40*	60*	26*
c.	2*	30*	45*	19*
d.	2*	21*	45*	4*
Item 6. Discuss problems with government involvement.	2*	28*	25*	30*
Item 7. List ways to protect against big business and monopolies.				
a.	0	32*	30*	33*
b.	0	23*	25*	22*

TABLE 17 Government and the American Market (Continued)

Item	Pretest All Schools N=46	Posttest All Schools N=47	Posttest School 6 N=20	Posttest School 9 N=27
Item 8. Discuss the criteria for government involvement in the market.	0*	23*	30*	19*
Item 9. Select from the list below the reasons for striving to reach economic goals.				
a. Raise living standard for upper classes	44*	57*	50*	63*
b. Full employment	76*	96	95	96
c. Complete internationally	67*	75*	80	70*
d. Meet the challenge of communism	50*	62*	70*	56*
e. Provide assistance to developing countries	78*	87	95	82
Item 10. Discuss ways the federal government influences the economy through the Federal Reserve bank policies.				
a. Reserve policy	2*	34*	20*	44*
b. Discount policy	2*	28*	15*	37*
c. Market operations	0*	11*	10*	11*
Item 11. Discuss the ways the federal government influences the economy through the fiscal policy.	54*	19*	15*	22*

TABLE 18
INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS, ASSIGNMENT 1
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Posttest: All Schools N=198	School 1 N=62	School 7 N=23	School 8 N=9	School 9 N=19	School 10 N=34	School 12 N=30	School 14 N=21
Read each of the following case study problems and decide which work rules have been violated, which work rules have been kept, and how the problems could have been solved or avoided.								
Case 1	99	90	100	89	100	100	100	100
Case 2	95	97	91	67*	100	94	100	95
Case 3	98	97	100	89	100	97	100	100
Case 4	91	84	96	89	100	94	87	100
Case 5	90	87	91	78*	100	97	80	95
Case 6	93	95	100	100	100	94	73*	100
Case 7	87	86	91	89	100	91	67*	100
Case 8	86	94	91	78*	100	82	53*	100

TABLE 19
JOB APPLICATION AND INTERVIEW, ASSIGNMENT 8
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Posttest All Schools N=146	School 1 N=79	School 9 N=26	School 12 N=17	School 14 N=24
Item 1. Using the terms in the employment agency contract, figure the fee that would be paid for a part-time job with wages of $2.00 an hour, 23 hours per week for four weeks.	57*	42*	65*	100	67*
Item 2.					
a. Sometimes the company which hires a person agrees ahead of time to pay the employment fee for the new employee. How much would the fee be for a job which paid $450 per month?	74*	65*	77*	100	83
b. How much would each installment payment be if the new employee pays the fee in two equal payments?	73*	63*	73*	100	83
c. If the new employee is paid twice a month, how much would each installment payment be?	58*	46*	62*	100	63*
d. If the new employee is paid weekly, how much would each installment payment be?	51*	37*	65*	82	63*

TABLE 20
HANDLING MONEY, ASSIGNMENT SHEETS
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item			Posttest								
			All Schools N=231	School 1 N=55	School 6 N=20	School 7 N=27	School 8 N=14	School 9 N=31	School 12 N=28	School 13 N=27	School 14 N=29
Assignment #1. Use the fewest number of coins and bills and record the correct amount of change fore each sale listed.											
	Sale	Payment									
1	$2.33	$ 3.00	79*	67*	95	77*	64*	71*	93	100	73*
2	7.88	20.00	88	89	95	77*	93	90	86	100	81
3	3.07	10.00	76*	58*	75*	81	71*	78*	79*	100	85
4	3.00	5.00	99	98	100	96	100	100	100	100	96
5	7.14	20.00	80	64*	75*	85	71*	78*	86	100	89
6	8.12	10.00	80	65*	75*	85	71*	84	86	100	85
7	.78	10.00	90	81	100	85	100	94	82	100	96
8	12.40	15.00	85	73*	95	69*	86	90	89	100	89
9	9.15	20.15	93	92	85	96	93	100	89	100	85
10	4.31	5.50	90	85	90	89	71*	100	96	100	81
Assignment #2. Figure sales tax for the following purchases using the tax table for your area.											
a.	$ .49		97	98	95	100	85	100	100	100	89
b.	2.98		92	89	95	96	77*	86	96	100	92
c.	.35		98	96	100	100	85	100	96	100	100
d.	.66		96	93	100	100	92	93	96	100	96
e.	3.98		92	85	100	100	77*	86	100	100	89
f.	.99		97	98	100	100	77*	93	100	100	96
g.	4.95		92	91	100	96	69*	86	89	100	96
h.	10.47		94	94	95	100	77*	86	89	100	100
i.	5.75		94	93	95	100	85	83	96	100	100
j.	5.63		87	77*	100	100	77*	86	82	100	85

TABLE 20 Handling Money Assignment Sheets (Continued)

Item	Posttest: All Schools N=231	School 1 N=55	School 6 N=20	School 7 N=27	School 8 N=14	School 9 N=31	School 12 N=28	School 13 N=27	School 14 N=29
Assignment #3. Accepting Checks: List all the errors you can find.									
First Check	41*	13*	60*	12*	—	96	30*	100	8*
Second Check	66*	53*	95	27*	—	100	44*	100	62*
Third Check	91	93	80	92	—	100	85	100	85
Assignment #4. Writing sales tickets									
Item 1. Under each of the following sales tickets list all the mistakes you can find.									
a.	46*	18*	70*	83	--	46*	15*	100	31*
b.	46*	4*	65*	67*	--	100	4*	100	31*
c.	78*	69*	95	21*	--	93	100	100	72*
d.	43*	9*	85	38*	--	89	15*	100	10*
Item 2. Fill out the sample sales tickets for the following situations.									
a.	40*	11*	65*	25*	--	39*	33*	100	41*
b.	44*	4*	65*	54*	—	44*	52*	96	39*

TABLE 21

SHOPLIFTING PREVENTION, ASSIGNMENT 4
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Posttest: All Schools N=115	School 1 N=52	School 6 N=18	School 12 N=21	School 14 N=24
Item 1. Your store operates on a 2% margin of profit. Merchandise valued at $150 is take by shoplifters in one day. How much merchandise does the store have to sell in order to make up for that $150 loss?	50*	29*	89	19*	92
Item 2. In many areas one out of seven customers will shoplift. If there are 350 customers in the store in one day, how many of these might be shoplifters?	97	94	100	100	100
Item 3. The average value of the shoplifter's theft is $300. How much would the store in problem 2 lose in one day in dollar value?	95	90	100	95	100
Item 4. There are approximately 300 stores in town. Each loses $150 a day. At one percent profit, how much will the combined 300 stores have to sell to overcome their losses?	53*	48*	95	33*	46*
Item 5. In what ways can business people make up for the losses they suffer from shoplifting?	78*	64*	100	95	75*

TABLE 22

COMMUNICATIONS, ASSIGNMENT 5
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Posttest All Schools N=63	Posttest School 1 N=52	Posttest School 8 N=11
1. List the body language signals in the pictures and explain what each person is communicating through those signals.			
a.	97	100	82
b.	98	100	91
c.	98	100	91
d.	97	98	91
e.	95	100	73*
f.	95	98	82
g.	95	98	82
h.	97	98	91
i.	94	98	73*
2. Is it possible that a person can improve attitude/communication by being aware of body language?	100	100	100
3. Can you make it a challenge to win others over by communicating positive attitudes?	98	100	91
4. Other situations where body language speaks loudly?	100	100	100

TABLE 23
PRESENTATION, ASSIGNMENT SHEETS
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item	Posttest All Schools N=189	School 1 N=41	School 6 N=18	School 7 N=17	School 9 N=34	School 12 N=28	School 13 N=23	School 14 N=28
1. Place a "B" in front of the benefit statements and an "F" in front of the feature statements.								
a. Fireplace accessories are polished brass.	95	98	94	77*	100	100	87	100
b. Wear outfit many ways	92	98	100	53*	94	89	96	97
c. Less cleaning bills	96	100	100	88	97	100	87	96
d. Protected from rain	75*	51*	94	71*	94	86	61*	75*
e. Good paneling	96	95	100	88	100	100	87	96
f. Monogrammed for personal gift.	68*	66*	94	47*	85	93	26*	54*
g. Dress is dacron and cotton	93	93	100	82	97	93	78*	100
h. Children enjoy while learning	87	93	89	53*	97	96	65*	93
i. Coat is flexible addition.	92	93	100	71*	97	96	78*	96
j. Extra wear and easy to clean	65*	49*	89	35*	89	93	30*	61*
k. Windows are 38" by 40"	97	98	100	94	94	100	91	100
l. Made of aluminum	97	93	100	94	100	100	96	97
m. Easy buttonholes	74*	44*	94	65*	97	89	70*	71*
n. True table balance	59*	44*	83	29*	85	86	26*	54*
o. Powers out hidden dirt	69*	68*	83	47*	88	89	39*	54*
p. Makes vacuuming easier	62*	51*	89	24*	91	97	30*	39*
q. Increase typing speed	71*	56*	78*	88	94	93	35*	57*
2. List at least five products you sell or would like to sell and write selling sentences about the products' benefits.								
a.	89	81	100	88	97	93	70*	100
b.	88	71*	100	88	97	89	78*	100
c.	86	65*	100	82	94	89	78*	100

TABLE 23 Presentation, Assignment Sheets (continued)

Item	Posttest: All Schools N=189	School 1 N=41	School 6 N=18	School 7 N=17	School 9 N=34	School 12 N=28	School 13 N=23	School 14 N=28
d.	81	60*	100	65*	88	89	74*	96
e.	76*	55*	100	53*	85	82	65*	96
Assignment #3: Interpreting Customers Personality and Needs. Place an "A" if you agree and a "D" if you disagree with the statements following.								
Case 1.	59*	55*	100	35*	57*	86	50*	30*
Case 2.	66*	55*	100	77*	73*	82	63*	15*
Case 3.	55*	33*	100	24*	43*	75*	33*	100
Case 4.	68*	60*	94	41*	73*	71*	46*	100
Case 5.	72*	40*	100	77*	77*	75*	71*	100
Case 6.	97	90	100	94	100	100	96	100
Case 7.	92	90	100	88	87	100	79*	100
Case 8.	91	75*	100	100	93	96	88	100
Case 9.	94	90	100	94	93	96	88	100
Case 10.	68*	65*	100	77*	49*	79*	46*	95
Assignment #4: Handling customers tactfully. Tell how you would handle the following customers.								
Case 1. Impulsive	76	100	100	88	95	54*	39*	50*
Case 2. Deliberate	86	98	100	94	90	75*	92	44*
Case 3. Undecided	83	100	100	94	95	71*	65*	50*
Case 4. Decided	85	100	100	94	95	71*	77*	50*
Case 5. Talkative	86	98	100	88	95	68*	89	61*
Case 6. Silent	85	98	100	77*	95	75*	85	56*
Case 7. Know-it-all	79*	98	100	88	90	57*	62*	50*

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TABLE 24

MERCHANDISING, ASSIGNMENT 9
PERCENTAGE OF STUDENTS WHO ANSWERED CORRECTLY

Item		Posttest All Schools N=73	School 1 N=37	School 12 N=23	School 13 N=13
1. a.		100	100	100	100
b.		97	97	96	100
c.		100	100	100	100
d.		97	97	96	100
e.		99	97	100	100
f.		92	95	83	100
g.		90	89	87	100
h.		82	78*	78*	100
i.		95	92	96	100
j.		85	70*	100	100
k.		97	100	91	100
l.		89	87	87	100
m.		95	92	96	100
n.		96	100	87	100
o.	Adding fractions	70*	68*	57*	100
p.		80	70*	83	100
q.		85	76*	91	100
r.		96	100	87	100
s.		97	100	91	100
t.		96	92	100	100
u.		89	87	87	100
v.		95	100	83	100
w.		88	89	78*	100
x.		92	87	96	100
y.		95	97	87	100
z.		96	97	96	92
aa.		90	92	87	92
bb.		85	81	91	85
cc.		88	87	91	85
dd.		96	100	96	85
ee.		97	100	100	85
ff.		97	100	100	85
gg.	Adding decimals	73*	68*	83	69*
hh.		82	84	87	69*
ii.		89	89	100	69*
jj.		93	97	100	69*
kk.		90	92	100	69*
2. a.	gallons to quarts	73*	76*	70*	70*
b.		82	89	78*	69*
c.	yard fractions to feet	45*	38*	44*	69*
d.		89	95	91	69*
e.		85	92	83	69*
f.	quart fractions to pints	59*	54*	61*	69*
g.	Yard fractions to inches	60*	62*	52*	69*

TABLE 24 Merchandising, Assignment 9 (continued)

Item	Posttest All Schools N=73	School 1 N=37	School 12 N=23	School 13 N=13
3. a. Logical sequence	63*	60*	61*	77*
b. Logical sequence	74*	68*	83	77*
c.	82	84	83	77*
d.	85	81	96	77*
e.	86	89	87	77*
4. a.	89	87	96	85
b. Profit fractions	45*	49*	22*	77*
c.	88	95	83	77*
d. Yard fractions	47*	46*	30*	77*
e. Minute fractions	58*	60*	44*	77*
f. Items and change	56*	49*	52*	85
g. Cost of oranges	44*	38*	30*	85
h. Cost of dress goods	43*	41*	26*	77*
i. Screws used	23*	11*	17*	69*
j. Yards from cost	56*	49*	57*	77*
k.	89	87	91	92
5. a. 1.	88	84	87	100
2.	89	84	91	100
3. Fraction to decimal	55*	43*	52*	92
4.	86	78*	91	100
5. Percent to decimal	55*	46*	44*	100
b. 1.	80	73*	78*	100
2. Percent of whole number	69*	60*	65*	100
3. Percent of decimal	52*	38*	52*	92
4. Percent of decimal	48*	27*	57*	92
5. Percent of decimal	66*	60*	61*	92
c. 1. Amount of discount	74*	67*	78*	85
2. Amount of discount	65*	61*	61*	85
3. Amount of discount	67*	64*	61*	85
4. Amount of discount	61*	61*	48*	85
5. Amount of discount	58*	56*	48*	85
d. 1. Discounted price	60*	47*	78*	62*
2. Discounted price	56*	47*	65*	62*
3. Discounted price	51*	44*	57*	62*
4. Discounted price	49*	36*	61*	62*
5. Discounted price	46*	33*	57*	62*
e. 1.	82	72*	96	85
2.	81	72*	91	85
3.	82	72*	96	85
4. Decimal to percent	64*	53*	70*	85
5. Decimal to percent	64*	53*	70*	85
f. 1. Percent of dollars	69*	61*	74*	85
2. Percent of dollars	68*	61*	70*	85
3. Percent of dollars	65*	53*	74*	85
4. Percent of dollars	65*	53*	74*	85
5. Percent of dollars	63*	53*	65*	85

TABLE 24 Merchandising, Assignment 9 (continued)

Item	Posttest All Schools N=73	School 1 N=37	School 12 N=23	School 13 N=13
5. g. 1. Reduction for cash	57*	47*	57*	85
2. Reduction for cash	57*	44*	61*	85
3. Reduction for cash	56*	42*	61*	85
4. Reduction for cash	50*	39*	57*	69*
5. Reduction for cash	51*	39*	61*	69*
6. b. Operating expense	50*	39*	88*	54*
c. Operating expense	46*	31*	65*	54*
d. Operating expense	49*	36*	65*	54*
e. Operating expense	47*	33*	65*	54*
f. Operating expense	47*	33*	65*	54*
g. Operating expense	46*	33*	61*	54*
7. a. Break-even point	19*	11*	26*	31*
b. Break-even point	24*	14*	35*	31*

APPENDIX B

TEACHER EVALUATIONS

The tables in Appendix B show the results of the objective evaluations by teachers for each unit. The evaluations were made on a scale from 1 to 5, with 1 being most positive and 5 most negative. The results are displayed in the form of the total mean responses.

TABLE 25

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
	1. Complete/Incomplete	2.25
	2. Sophisticated/Naive	2.0
	3. Helpful/Useless	1.75
	4. Relevant/Irrelevant	3.00
	5. Time Saving/Time Consuming	2.50
	6. Timely/Untimely	2.75
	7. Stimulating/Dull	2.50
	8. Meaningful/Meaningless	2.37
	9. Logical/Illogical	1.63
	10. True Technical Content/Untrue	2.37
B.	Materials provided to evaluate the unit were:	
	1. Relevant/Irrelevant	1.38
	2. Fair/Unfair	2.00
	3. Broad-based/Confining	2.57
	4. Objective/Subjective	2.57
C.	The unit was:	
	1. Thought-provoking/Superficial	3.0
	2. Important/Unimportant	2.38
	3. Colorful/Colorless	3.25
	4. Non-sexist/Sex-biased	1.87
	5. Enjoyable/Not Enjoyable	2.63
D.	When teaching this unit I felt:	
	1. Secure/Insecure	1.63
	2. Satisfied/Frustrated	1.87
	3. Informed/Uninformed	1.88
	4. Successful/Unsuccessful	2.0
	5. Confident/Hopeless	1.50
	6. Adequately Trained/Inadequately Trained	1.50
E.	I feel that my students' reaction to this material was with:	
	1. Interest/Boredom	2.88
	2. Satisfaction/Frustration	2.25
	3. Understanding/Confusion	1.75
	4. Cooperation/Uncooperation	1.88
F.	In relation to other materials on this subject, I feel this material is:	
	1. Reasonable/Unreasonable	2.0
	2. Refreshing/Weary	2.62
	3. Informative/Uninformative	1.88

Table 25 Introduction to Distributive Occupations (Continued)

4.	Helpful/Useless	2.5
5.	Time Saving/Time Consuming	2.75
6.	Complete/Incomplete	2.25
7.	Important/Unimportant	2.25
8.	Progressive/Regressive	2.13
9.	Organized/Disorganized	2.0

TABLE 26

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

DECA

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
	1. Complete/Incomplete	3.28
	2. Sophisticated/Naive	2.57
	3. Helpful/Useless	2.85
	4. Relevant/Irrelevant	2.14
	5. Time Saving/Time Consuming	3.14
	6. Timely/Untimely	2.29
	7. Stimulating/Dull	3.57
	8. Meaningful/Meaningless	3.0
	9. Logical/Illogical	2.14
	10. True Technical Content/Untrue	2.28
B.	Materials provided to evaluate the unit were:	
	1. Relevant/Irrelevant	2.71
	2. Fair/Unfair	2.71
	3. Broad-based/Confining	2.85
	4. Objective/Subjective	2.00
C.	The unit was:	
	1. Thought-provoking/Superficial	3.71
	2. Important/Unimportant	2.17
	3. Colorful/Colorless	4.00
	4. Non-sexist/Sex-biased	1.71
	5. Enjoyable/Not Enjoyable	3.14
D.	When teaching this unit I felt:	
	1. Secure/Insecure	1.43
	2. Satisfied/Frustrated	2.71
	3. Informed/Uninformed	1.71
	4. Successful/Unsuccessful	3.14
	5. Confident/Hopeless	2.14
	6. Adequately Trained/Inadequately Trained	1.43
E.	I feel that my students' reaction to this material was with:	
	1. Interest/Boredom	3.57
	2. Satisfaction/Frustration	3.14
	3. Understanding/Confusion	2.71
	4. Cooperation/Uncooperation	2.14
F.	In relation to other materials on this subject, I feel this material is:	
	1. Reasonable/Unreasonable	2.57
	2. Refreshing/Weary	3.14
	3. Informative/Uninformative	2.29

Table 26 DECA (Continued)

4.	Helpful/Useless	2.42
5.	Time Saving/Time Consuming	3.14
6.	Complete/Incomplete	3.57
7.	Important/Unimportant	2.28
8.	Progressive/Regressive	3.00
9.	Organized/Disorganized	2.14

TABLE 27

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

JOB APPLICATION AND INTERVIEW

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	1.50
2.	Sophisticated/Naive	1.83
3.	Helpful/Useless	1.33
4.	Relevant/Irrelevant	1.67
5.	Time Saving/Time Consuming	2.16
6.	Timely/Untimely	1.50
7.	Stimulating/Dull	2.00
8.	Meaningful/Meaningless	1.50
9.	Logical/Illogical	1.50
10.	True Technical Content/Untrue	1.50
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.67
2.	Fair/Unfair	1.66
3.	Broad-based/Confining	1.83
4.	Objective/Subjective	2.00
C.	The unit was:	
1.	Thought-provoking/Superficial	1.83
2.	Important/Unimportant	1.00
3.	Colorful/Colorless	2.50
4.	Non-sexist/Sex-biased	1.50
5.	Enjoyable/Not Enjoyable	1.83
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.00
2.	Satisfied/Frustrated	1.16
3.	Informed/Uninformed	1.17
4.	Successful/Unsuccessful	1.17
5.	Confident/Hopeless	1.00
6.	Adequately Trained/Inadequately Trained	1.83
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	2.33
2.	Satisfaction/Frustration	1.66
3.	Understanding/Confusion	1.50
4.	Cooperation/Uncooperation	1.67
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.50
2.	Refreshing/Weary	2.00
3.	Informative/Uninformative	2.33

Table 27 Job Application and Interview (Continued)

4.	Helpful/Useless	1.33
5.	Time Saving/Time Consuming	1.83
6.	Complete/Incomplete	1.66
7.	Important/Unimportant	1.50
8.	Progressive/Regressive	2.0
9.	Organized/Disorganized	1.50

TABLE 28

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

HANDLING MONEY

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	2.00
2.	Sophisticated/Naive	2.42
3.	Helpful/Useless	2.00
4.	Relevant/Irrelevant	1.86
5.	Time Saving/Time Consuming	2.42
6.	Timely/Untimely	2.43
7.	Stimulating/Dull	2.86
8.	Meaningful/Meaningless	2.14
9.	Logical/Illogical	1.43
10.	True Technical Content/Untrue	1.57
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.86
2.	Fair/Unfair	1.85
3.	Broad-based/Confining	2.71
4.	Objective/Subjective	1.71
C.	The unit was:	
1.	Thought-provoking/Superficial	2.42
2.	Important/Unimportant	1.29
3.	Colorful/Colorless	2.85
4.	Non-sexist/Sex-biased	1.66
5.	Enjoyable/Not Enjoyable	1.67
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.29
2.	Satisfied/Frustrated	2.0
3.	Informed/Uninformed	1.43
4.	Successful/Unsuccessful	2.00
5.	Confident/Hopeless	1.50
6.	Adequately Trained/Inadequately Trained	1.33
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	2.14
2.	Satisfaction/Frustration	1.85
3.	Understanding/Confusion	1.71
4.	Cooperation/Uncooperation	2.0
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.57
2.	Refreshing/Weary	2.28
3.	Informative/Uninformative	2.00

Table 28 Handling Money (Continued)

4.	Helpful/Useless	1.57
5.	Time Saving/Time Consuming	2.28
6.	Complete/Incomplete	1.85
7.	Important/Unimportant	1.71
8.	Progressive/Regressive	2.0
9.	Organized/Disorganized	1.86

TABLE 29

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

SHOPLIFTING PREVENTION

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	2.20
2.	Sophisticated/Naive	2.20
3.	Helpful/Useless	2.00
4.	Relevant/Irrelevant	1.80
5.	Time Saving/Time Consuming	1.80
6.	Timely/Untimely	2.6
7.	Stimulating/Dull	2.4
8.	Meaningful/Meaningless	2.0
9.	Logical/Illogical	1.6
10.	True Technical Content/Untrue	1.6
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	2.0
2.	Fair/Unfair	1.6
3.	Broad-based/Confining	1.8
4.	Objective/Subjective	2.6
C.	The unit was:	
1.	Thought-provoking/Superficial	1.8
2.	Important/Unimportant	1.2
3.	Colorful/Colorless	2.2
4.	Non-sexist/Sex-biased	2.4
5.	Enjoyable/Not Enjoyable	1.75
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.2
2.	Satisfied/Frustrated	1.6
3.	Informed/Uninformed	1.2
4.	Successful/Unsuccessful	2.2
5.	Confident/Hopeless	1.2
6.	Adequately Trained/Inadequately Trained	1.2
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	2.0
2.	Satisfaction/Frustration	2.8
3.	Understanding/Confusion	1.4
4.	Cooperation/Uncooperation	1.4
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	2.0
2.	Refreshing/Weary	2.6
3.	Informative/Uninformative	1.6

Table 29 Shoplifting Prevention (Continued)

4.	Helpful/Useless	2.0
5.	Time Saving/Time Consuming	1.6
6.	Complete/Incomplete	2.6
7.	Important/Unimportant	2.4
8.	Progressive/Regressive	2.0
9.	Organized/Disorganized	1.6

TABLE 30

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

COMMUNICATIONS

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	1.75
2.	Sophisticated/Naive	2.00
3.	Helpful/Useless	1.75
4.	Relevant/Irrelevant	1.50
5.	Time Saving/Time Consuming	1.75
6.	Timely/Untimely	1.5
7.	Stimulating/Dull	2.0
8.	Meaningful/Meaningless	1.50
9.	Logical/Illogical	1.5
10.	True Technical Content/Untrue	1.75
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.5
2.	Fair/Unfair	1.5
3.	Broad-based/Confining	1.25
4.	Objective/Subjective	1.75
C.	The unit was:	
1.	Thought-provoking/Superficial	2.25
2.	Important/Unimportant	1.00
3.	Colorful/Colorless	1.75
4.	Non-sexist/Sex-biased	1.00
5.	Enjoyable/Not Enjoyable	1.5
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.5
2.	Satisfied/Frustrated	1.5
3.	Informed/Uninformed	1.25
4.	Successful/Unsuccessful	1.75
5.	Confident/Hopeless	1.50
6.	Adequately Trained/Inadequately Trained	1.50
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	2.0
2.	Satisfaction/Frustration	1.75
3.	Understanding/Confusion	2.0
4.	Cooperation/Uncooperation	1.75
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.75
2.	Refreshing/Weary	1.50
3.	Informative/Uninformative	2.75

Table 30 Communications (Continued)

4.	Helpful/Useless	1.50
5.	Time Saving/Time Consuming	1.75
6.	Complete/Incomplete	2.25
7.	Important/Unimportant	1.25
8.	Progressive/Regressive	1.75
9.	Organized/Disorganized	1.50

TABLE 31

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

HUMAN RELATIONS

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	1.33
2.	Sophisticated/Naive	1.33
3.	Helpful/Useless	1.33
4.	Relevant/Irrelevant	1.67
5.	Time Saving/Time Consuming	.33
6.	Timely/Untimely	1.67
7.	Stimulating/Dull	2.0
8.	Meaningful/Meaningless	1.33
9.	Logical/Illogical	1.67
10.	True Technical Content/Untrue	1.00
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.67
2.	Fair/Unfair	1.33
3.	Broad-based/Confining	1.33
4.	Objective/Subjective	2.0
C.	The unit was:	
1.	Thought-provoking/Superficial	2.0
2.	Important/Unimportant	2.0
3.	Colorful/Colorless	2.0
4.	Non-sexist/Sex-biased	1.33
5.	Enjoyable/Not Enjoyable	1.67
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.33
2.	Satisfied/Frustrated	1.66
3.	Informed/Uninformed	1.33
4.	Successful/Unsuccessful	1.67
5.	Confident/Hopeless	1.33
6.	Adequately Trained/Inadequately Trained	1.33
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	2.0
2.	Satisfaction/Frustration	2.0
3.	Understanding/Confusion	1.0
4.	Cooperation/Uncooperation	1.33
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.67
2.	Refreshing/Weary	1.33
3.	Informative/Uninformative	1.33

Table 31 Human Relations (Continued)

4.	Helpful/Useless	1.33
5.	Time Saving/Time Consuming	1.33
6.	Complete/Incomplete	1.33
7.	Important/Unimportant	1.33
8.	Progressive/Regressive	1.33
9.	Organized/Disorganized	1.0

TABLE 32

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

PRE-APPROACH, APPROACH, AND DETERMINING NEEDS

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
	1. Complete/Incomplete	1.83
	2. Sophisticated/Naive	2.0
	3. Helpful/Useless	1.5
	4. Relevant/Irrelevant	1.83
	5. Time Saving/Time Consuming	1.66
	6. Timely/Untimely	1.67
	7. Stimulating/Dull	2.17
	8. Meaningful/Meaningless	1.83
	9. Logical/Illogical	1.5
	10. True Technical Content/Untrue	1.66
B.	Materials provided to evaluate the unit were:	
	1. Relevant/Irrelevant	1.83
	2. Fair/Unfair	1.5
	3. Broad-based/Confining	2.33
	4. Objective/Subjective	1.83
C.	The unit was:	
	1. Thought-provoking/Superficial	2.16
	2. Important/Unimportant	1.6
	3. Colorful/Colorless	2.4
	4. Non-sexist/Sex-biased	1.6
	5. Enjoyable/Not Enjoyable	2.2
D.	When teaching this unit I felt:	
	1. Secure/Insecure	1.33
	2. Satisfied/Frustrated	1.8
	3. Informed/Uninformed	1.17
	4. Successful/Unsuccessful	1.67
	5. Confident/Hopeless	1.16
	6. Adequately Trained/Inadequately Trained	1.17
E.	I feel that my students' reaction to this material was with:	
	1. Interest/Boredom	1.83
	2. Satisfaction/Frustration	1.83
	3. Understanding/Confusion	1.67
	4. Cooperation/Uncooperation	1.83
F.	In relation to other materials on this subject, I feel this material is:	
	1. Reasonable/Unreasonable	1.67
	2. Refreshing/Weary	2.16
	3. Informative/Uninformative	1.67

Table 32 Pre-Approach, Approach, and Determining Needs (Continued)

4.	Helpful/Useless	2.16
5.	Time Saving/Time Consuming	1.66
6.	Complete/Incomplete	2.16
7.	Important/Unimportant	2.0
8.	Progressive/Regressive	3.5
9.	Organized/Disorganized	3.6

TABLE 33

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

PRESENTATION

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	1.8
2.	Sophisticated/Naive	2.2
3.	Helpful/Useless	1.4
4.	Relevant/Irrelevant	1.6
5.	Time Saving/Time Consuming	2.2
6.	Timely/Untimely	1.6
7.	Stimulating/Dull	2.2
8.	Meaningful/Meaningless	1.6
9.	Logical/Illogical	1.6
10.	True Technical Content/Untrue	1.4
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.6
2.	Fair/Unfair	2.4
3.	Broad-based/Confining	2.4
4.	Objective/Subjective	1.8
C.	The unit was:	
1.	Thought-provoking/Superficial	2.0
2.	Important/Unimportant	1.4
3.	Colorful/Colorless	2.4
4.	Non-sexist/Sex-biased	2.4
5.	Enjoyable/Not Enjoyable	1.8
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.6
2.	Satisfied/Frustrated	1.8
3.	Informed/Uninformed	1.6
4.	Successful/Unsuccessful	1.8
5.	Confident/Hopeless	1.6
6.	Adequately Trained/Inadequately Trained	1.6
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	3.60
2.	Satisfaction/Frustration	2.4
3.	Understanding/Confusion	2.4
4.	Cooperation/Uncooperation	2.0
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.8
2.	Refreshing/Weary	2.2
3.	Informative/Uninformative	2.0

Table 33 Presentation (Continued)

4.	Helpful/Useless	2.0
5.	Time Saving/Time Consuming	2.6
6.	Complete/Incomplete	2.0
7.	Important/Unimportant	1.4
8.	Progressive/Regressive	1.8
9.	Organized/Disorganized	1.8

TABLE 34

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

OVERCOMING OBJECTIONS, CLOSE, SUGGESTION SELLING, AND REASSURANCE

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	1.4
2.	Sophisticated/Naive	1.8
3.	Helpful/Useless	1.6
4.	Relevant/Irrelevant	1.6
5.	Time Saving/Time Consuming	1.8
6.	Timely/Untimely	1.4
7.	Stimulating/Dull	2.2
8.	Meaningful/Meaningless	1.6
9.	Logical/Illogical	1.4
10.	True Technical Content/Untrue	1.6
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.6
2.	Fair/Unfair	1.6
3.	Broad-based/Confining	2.0
4.	Objective/Subjective	1.8
C.	The unit was:	
1.	Thought-provoking/Superficial	1.8
2.	Important/Unimportant	2.0
3.	Colorful/Colorless	2.2
4.	Non-sexist/Sex-biased	1.6
5.	Enjoyable/Not Enjoyable	2.4
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.4
2.	Satisfied/Frustrated	2.0
3.	Informed/Uninformed	1.6
4.	Successful/Unsuccessful	2.2
5.	Confident/Hopeless	1.4
6.	Adequately Trained/Inadequately Trained	1.8
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	3.0
2.	Satisfaction/Frustration	3.0
3.	Understanding/Confusion	2.8
4.	Cooperation/Uncooperation	2.4
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.8
2.	Refreshing/Weary	1.8
3.	Informative/Uninformative	2.2

Table 34 Overcoming Objections, Close, Suggestion Selling, and Reassurance (Continued)

4.	Helpful/Useless	1.8
5.	Time Saving/Time Consuming	1.8
6.	Complete/Incomplete	1.8
7.	Important/Unimportant	1.8
8.	Progressive/Regressive	2.2
9.	Organized/Disorganized	2.0

TABLE 35

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

DISPLAY

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	1.6
2.	Sophisticated/Naive	1.8
3.	Helpful/Useless	2.0
4.	Relevant/Irrelevant	1.8
5.	Time Saving/Time Consuming	2.2
6.	Timely/Untimely	2.2
7.	Stimulating/Dull	2.4
8.	Meaningful/Meaningless	2.0
9.	Logical/Illogical	1.6
10.	True Technical Content/Untrue	2.2
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.6
2.	Fair/Unfair	1.6
3.	Broad-based/Confining	2.4
4.	Objective/Subjective	2.0
C.	The unit was:	
1.	Thought-provoking/Superficial	1.8
2.	Important/Unimportant	1.4
3.	Colorful/Colorless	2.6
4.	Non-sexist/Sex-biased	1.8
5.	Enjoyable/Not Enjoyable	2.0
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.6
2.	Satisfied/Frustrated	1.8
3.	Informed/Uninformed	1.8
4.	Successful/Unsuccessful	1.6
5.	Confident/Hopeless	1.6
6.	Adequately Trained/Inadequately Trained	1.6
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	2.2
2.	Satisfaction/Frustration	2.2
3.	Understanding/Confusion	2.2
4.	Cooperation/Uncooperation	2.0
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.6
2.	Refreshing/Weary	1.6
3.	Informative/Uninformative	1.6

Table 35 Display (Continued)

4.	Helpful/Useless	1.6
5.	Time Saving/Time Consuming	2.0
6.	Complete/Incomplete	1.8
7.	Important/Unimportant	1.6
8.	Progressive/Regressive	1.8
9.	Organized/Disorganized	1.4

TABLE 36

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

ADVERTISING MEDIA

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
	1. Complete/Incomplete	1.50
	2. Sophisticated/Naive	1.75
	3. Helpful/Useless	2.0
	4. Relevant/Irrelevant	1.5
	5. Time Saving/Time Consuming	1.5
	6. Timely/Untimely	1.75
	7. Stimulating/Dull	1.75
	8. Meaningful/Meaningless	1.75
	9. Logical/Illogical	1.75
	10. True Technical Content/Untrue	2.0
B.	Materials provided to evaluate the unit were:	
	1. Relevant/Irrelevant	1.75
	2. Fair/Unfair	1.75
	3. Broad-based/Confining	2.25
	4. Objective/Subjective	1.75
C.	The unit was:	
	1. Thought-provoking/Superficial	2.0
	2. Important/Unimportant	2.0
	3. Colorful/Colorless	2.0
	4. Non-sexist/Sex-biased	2.66
	5. Enjoyable/Not Enjoyable	2.0
D.	When teaching this unit I felt:	
	1. Secure/Insecure	3.66
	2. Satisfied/Frustrated	3.0
	3. Informed/Uninformed	2.0
	4. Successful/Unsuccessful	2.67
	5. Confident/Hopeless	2.33
	6. Adequately Trained/Inadequately Trained	2.33
E.	I feel that my students' reaction to this material was with:	
	1. Interest/Boredom	2.33
	2. Satisfaction/Frustration	2.33
	3. Understanding/Confusion	2.33
	4. Cooperation/Uncooperation	2.33
F.	In relation to other materials on this subject, I feel this material is:	
	1. Reasonable/Unreasonable	2.0
	2. Refreshing/Weary	1.66
	3. Informative/Uninformative	2.0

Table 36 Advertising Media (Continued)

4.	Helpful/Useless	1.66
5.	Time Saving/Time Consuming	2.0
6.	Complete/Incomplete	2.0
7.	Important/Unimportant	2.0
8.	Progressive/Regressive	2.0
9.	Organized/Disorganized	2.0

TABLE 37

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

ADVERTISING LAYOUT

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
	1. Complete/Incomplete	2.0
	2. Sophisticated/Naive	2.6
	3. Helpful/Useless	1.8
	4. Relevant/Irrelevant	1.8
	5. Time Saving/Time Consuming	3.0
	6. Timely/Untimely	2.6
	7. Stimulating/Dull	1.8
	8. Meaningful/Meaningless	1.8
	9. Logical/Illogical	2.0
	10. True Technical Content/Untrue	1.8
B.	Materials provided to evaluate the unit were:	
	1. Relevant/Irrelevant	2.8
	2. Fair/Unfair	2.6
	3. Broad-based/Confining	3.0
	4. Objective/Subjective	3.5
C.	The unit was:	
	1. Thought-provoking/Superficial	2.25
	2. Important/Unimportant	1.75
	3. Colorful/Colorless	2.0
	4. Non-sexist/Sex-biased	2.0
	5. Enjoyable/Not Enjoyable	1.75
D.	When teaching this unit I felt:	
	1. Secure/Insecure	2.0
	2. Satisfied/Frustrated	2.25
	3. Informed/Uninformed	2.5
	4. Successful/Unsuccessful	2.5
	5. Confident/Hopeless	2.5
	6. Adequately Trained/Inadequately Trained	2.0
E.	I feel that my students' reaction to this material was with:	
	1. Interest/Boredom	2.0
	2. Satisfaction/Frustration	2.5
	3. Understanding/Confusion	2.25
	4. Cooperation/Uncooperation	2.0
F.	In relation to other materials on this subject, I feel this material is:	
	1. Reasonable/Unreasonable	2.0
	2. Refreshing/Weary	2.25
	3. Informative/Uninformative	2.25

Table 37 Advertising Layout (Continued)

4.	Helpful/Useless	2.25
5.	Time Saving/Time Consuming	2.75
6.	Complete/Incomplete	2.0
7.	Important/Unimportant	2.0
8.	Progressive/Regressive	2.0
9.	Organized/Disorganized	2.25

TABLE 38

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

MERCHANDISING

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	2.0
2.	Sophisticated/Naive	1.5
3.	Helpful/Useless	1.75
4.	Relevant/Irrelevant	1.5
5.	Time Saving/Time Consuming	2.5
6.	Timely/Untimely	1.5
7.	Stimulating/Dull	2.0
8.	Meaningful/Meaningless	2.0
9.	Logical/Illogical	1.5
10.	True Technical Content/Untrue	2.0
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.5
2.	Fair/Unfair	1.75
3.	Broad-based/Confining	1.75
4.	Objective/Subjective	2.0
C.	The unit was:	
1.	Thought-provoking/Superficial	2.0
2.	Important/Unimportant	1.5
3.	Colorful/Colorless	2.25
4.	Non-sexist/Sex-biased	1.25
5.	Enjoyable/Not Enjoyable	2.25
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.75
2.	Satisfied/Frustrated	2.25
3.	Informed/Uninformed	1.75
4.	Successful/Unsuccessful	2.5
5.	Confident/Hopeless	2.0
6.	Adequately Trained/Inadequately Trained	1.75
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	2.25
2.	Satisfaction/Frustration	3.0
3.	Understanding/Confusion	2.5
4.	Cooperation/Uncooperation	1.75
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.5
2.	Refreshing/Weary	2.25
3.	Informative/Uninformative	1.75

Table 38 Merchandising (Continued)

4.	Helpful/Useless	1.75
5.	Time Saving/Time Consuming	2.25
6.	Complete/Incomplete	1.75
7.	Important/Unimportant	1.5
8.	Progressive/Regressive	1.75
9.	Organized/Disorganized	2.0

TABLE 39

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

STORE ORGANIZATION

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
1.	Complete/Incomplete	1.66
2.	Sophisticated/Naive	1.66
3.	Helpful/Useless	1.66
4.	Relevant/Irrelevant	1.33
5.	Time Saving/Time Consuming	2.0
6.	Timely/Untimely	1.67
7.	Stimulating/Dull	2.0
8.	Meaningful/Meaningless	2.0
9.	Logical/Illogical	1.67
10.	True Technical Content/Untrue	1.66
B.	Materials provided to evaluate the unit were:	
1.	Relevant/Irrelevant	1.67
2.	Fair/Unfair	1.66
3.	Broad-based/Confining	1.66
4.	Objective/Subjective	2.67
C.	The unit was:	
1.	Thought-provoking/Superficial	2.33
2.	Important/Unimportant	1.67
3.	Colorful/Colorless	2.66
4.	Non-sexist/Sex-biased	1.33
5.	Enjoyable/Not Enjoyable	2.33
D.	When teaching this unit I felt:	
1.	Secure/Insecure	1.33
2.	Satisfied/Frustrated	1.66
3.	Informed/Uninformed	1.33
4.	Successful/Unsuccessful	2.0
5.	Confident/Hopeless	1.33
6.	Adequately Trained/Inadequately Trained	1.0
E.	I feel that my students' reaction to this material was with:	
1.	Interest/Boredom	3.0
2.	Satisfaction/Frustration	2.66
3.	Understanding/Confusion	3.0
4.	Cooperation/Uncooperation	2.33
F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	1.66
2.	Refreshing/Weary	2.0
3.	Informative/Uninformative	1.66

Table 39 Store Organization (Continued)

4.	Helpful/Useless	1.66
5.	Time Saving/Time Consuming	1.66
6.	Complete/Incomplete	1.66
7.	Important/Unimportant	1.66
8.	Progressive/Regressive	1.33
9.	Organized/Disorganized	1.33

TABLE 40

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

ECONOMICS OF FREE ENTERPRISE

	Item	Mean Responses
A.	The materials provided to teach this unit were:	
	1. Complete/Incomplete	1.33
	2. Sophisticated/Naive	1.33
	3. Helpful/Useless	1.66
	4. Relevant/Irrelevant	2.66
	5. Time Saving/Time Consuming	2.0
	6. Timely/Untimely	3.33
	7. Stimulating/Dull	2.0
	8. Meaningful/Meaningless	2.66
	9. Logical/Illogical	1.67
	10. True Technical Content/Untrue	1.66
B.	Materials provided to evaluate the unit were:	
	1. Relevant/Irrelevant	2.0
	2. Fair/Unfair	2.66
	3. Broad-based/Confining	2.33
	4. Objective/Subjective	1.67
C.	The unit was:	
	1. Thought-provoking/Superficial	2.0
	2. Important/Unimportant	1.5
	3. Colorful/Colorless	2.5
	4. Non-sexist/Sex-biased	2.5
	5. Enjoyable/Not Enjoyable	2.0
D.	When teaching this unit I felt:	
	1. Secure/Insecure	2.0
	2. Satisfied/Frustrated	2.0
	3. Informed/Uninformed	2.0
	4. Successful/Unsuccessful	2.5
	5. Confident/Hopeless	2.0
	6. Adequately trained/Inadequately trained	2.0
E.	I felt that my students' reactions to this material was with:	
	1. Interest/Boredom	3.0
	2. Satisfaction/Frustration	3.0
	3. Understanding/Confusion	2.5
	4. Cooperation/Uncooperation	3.0

Table 40 Economics of Free Enterprise (Continued)

F.	In relation to other materials on this subject, I feel this material is:	
1.	Reasonable/Unreasonable	2.0
2.	Refreshing/Weary	2.0
3.	Informative/Uninformative	2.0
4.	Helpful/Useless	2.0
5.	Time saving/Time consuming	2.0
6.	Complete/Incomplete	2.0
7.	Important/Unimportant	1.5
8.	Progressive/Regressive	1.5
9.	Organized/Disorganized	1.5

TABLE 41

TEACHER RESPONSES BY CATEGORY AND MEAN RESPONSE

GOVERNMENT AND THE AMERICAN MARKET

Item	Mean Responses
A. The materials provided to teach this unit were:	
1. Complete/Incomplete	1.5
2. Sophisticated/Naive	1.0
3. Helpful/Useless	1.5
4. Relevant/Irrelevant	1.5
5. Time Saving/Time Consuming	1.5
6. Timely/Untimely	1.5
7. Stimulating/Dull	2.5
8. Meaningful/Meaningless	2.5
9. Logical/Illogical	1.5
10. True Technical Content/Untrue	1.5
B. Materials provided to evaluate the unit were:	
1. Relevant/Irrelevant	1.5
2. Fair/Unfair	1.5
3. Broad-based/Confining	1.5
4. Objective/Subjective	1.5
C. The unit was:	
1. Thought-provoking/Superficial	2.5
2. Important/Unimportant	1.5
3. Colorful/Colorless	2.5
4. Non-sexist/Sex-biased	2.5
5. Enjoyable/Not Enjoyable	2.5
D. When teaching this unit I felt:	
1. Secure/Insecure	2.5
2. Satisfied/Frustrated	2.5
3. Informed/Uninformed	2.5
4. Successful/Unsuccessful	3.0
5. Confident/Hopeless	2.5
6. Adequately Trained/Inadequately Trained	2.0
E. I feel that my students' reaction to this material was with:	
1. Interest/Boredom	3.5
2. Satisfaction/Frustration	3.5
3. Understanding/Confusion	3.0
4. Cooperation/Uncooperation	3.5
F. In relation to other materials on this subject, I feel this material is:	
1. Reasonable/Unreasonable	2.0
2. Refreshing/Weary	2.5
3. Informative/Uninformative	2.0

Table 41 Government and the American Market (Continued)

4.	Helpful/Useless	2.0
5.	Time Saving/Time Consuming	2.5
6.	Complete/Incomplete	2.0
7.	Important/Unimportant	1.5
8.	Progressive/Regressive	1.5
9.	Organized/Disorganized	1.5

APPENDIX C

STUDENT EVALUATIONS

The tables in Appendix C are the results of students reactions on the student evaluation instrument. These evaluations were also made on a scale of 1 to 5, with 1 being most positive and 5 most negative. The results are displayed in the form of the total mean responses.

TABLE 42

MEAN STUDENT EVALUATION RESPONSES

INTRODUCTION TO DISTRIBUTIVE OCCUPATIONS

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.32
B.	In general, I thought the information sheets were:	
	Understandable	1.14
	Informative	1.91
	Helpful	1.70
	Recent	1.78
C.	As a learning aid, I found the assignment sheets:	
	Helpful	1.74
	Stimulating	2.82
	Necessary	2.03
D.	The unit objectives were:	
	Satisfying	2.14
	Helpful	1.93
E.	The specific objectives were:	
	Satisfying	2.09
	Helpful	1.91
F.	I thought the transparencies were:	
	Helpful	2.40
	Necessary	2.52
	Interesting	2.70
G.	The unit tests were:	
	Fair	1.68
	Complete	1.65

TABLE 43

MEAN STUDENT EVALUATION RESPONSES

DECA

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.86
B.	In general, I thought the information sheets were:	
	Understandable	2.42
	Informative	2.34
	Helpful	2.32
	Recent	2.37
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.43
	Stimulating	3.23
	Necessary	2.35
D.	The unit objectives were:	
	Satisfying	2.92
	Helpful	2.53
E.	The specific objectives were:	
	Satisfying	2.82
	Helpful	2.57
F.	I thought the transparencies were:	
	Helpful	2.72
	Necessary	2.70
	Interesting	3.01
G.	The unit tests were:	
	Fair	2.68
	Complete	2.10

TABLE 44

MEAN STUDENT EVALUATION RESPONSES

JOB APPLICATION AND INTERVIEW

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.51
B.	In general, I thought the information sheets were:	
	Understandable	1.70
	Informative	1.95
	Helpful	1.78
	Recent	1.85
C.	As a learning aid, I found the assigrment sheets:	
	Helpful	1.86
	Stimulating	2.55
	Necessary	2.01
D.	The unit objectives were:	
	Satisfying	2.15
	Helpful	1.93
E.	The specific objectives were:	
	Satisfying	2.06
	Helpful	1.96
F.	I thought the transparencies were:	
	Helpful	2.46
	Necessary	2.47
	Interesting	2.76
G.	The unit tests were:	
	Fair	1.66
	Complete	1.59

TABLE 45

MEAN STUDENT EVALUATION RESPONSES

HANDLING MONEY

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.68
B.	In general, I thought the information sheets were:	
	Understandable	1.93
	Informative	2.00
	Helpful	2.00
	Recent	2.10
C.	As a learning aid, I found the assignment sheets:	
	Helpful	1.93
	Stimulating	2.65
	Necessary	2.19
D.	The unit objectives were:	
	Satisfying	2.33
	Helpful	2.01
E.	The specific objectives were:	
	Satisfying	2.26
	Helpful	2.05
F.	I thought the transparencies were:	
	Helpful	2.45
	Necessary	2.46
	Interesting	2.69
G.	The unit tests were:	
	Fair	1.98
	Complete	1.88

TABLE 46

MEAN STUDENT EVALUATION RESPONSES

SHOPLIFTING PREVENTION

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.67
B.	In general, I thought the information sheets were:	
	Understandable	1.79
	Informative	2.10
	Helpful	1.96
	Recent	2.11
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.17
	Stimulating	2.68
	Necessary	2.24
D.	The unit objectives were:	
	Satisfying	2.14
	Helpful	1.96
E.	The specific objectives were:	
	Satisfying	2.08
	Helpful	1.99
F.	I thought the transparencies were:	
	Helpful	2.59
	Necessary	2.66
	Interesting	2.79
G.	The unit tests were:	
	Fair	1.88
	Complete	1.88

TABLE 47

MEAN STUDENT EVALUATION RESPONSES

COMMUNICATIONS

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.87
B.	In general, I thought the information sheets were:	
	Understandable	2.08
	Informative	2.06
	Helpful	2.07
	Recent	2.21
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.26
	Stimulating	2.61
	Necessary	2.32
D.	The unit objectives were:	
	Satisfying	2.25
	Helpful	2.10
E.	The specific objectives were:	
	Satisfying	2.35
	Helpful	2.25
F.	I thought the transparencies were:	
	Helpful	2.76
	Necessary	2.66
	Interesting	2.76
G.	The unit tests were:	
	Fair	1.98
	Complete	1.88

TABLE 48

MEAN STUDENT EVALUATION RESPONSES

HUMAN RELATIONS

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.81
B.	In general, I thought the information sheets were:	
	Understandable	2.16
	Informative	2.25
	Helpful	2.12
	Recent	2.19
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.28
	Stimulating	2.79
	Necessary	2.49
D.	The unit objectives were:	
	Satisfying	2.34
	Helpful	2.32
E.	The specific objectives were:	
	Satisfying	2.29
	Helpful	2.20
F.	I thought the transparencies were:	
	Helpful	2.9
	Necessary	2.79
	Interesting	2.9
G.	The unit tests were:	
	Fair	2.14
	Complete	2.02

TABLE 49

MEAN STUDENT EVALUATION RESPONSES

PRE-APPROACH, APPROACH, AND DETERMINING NEEDS

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.76
B.	In general, I thought the information sheets were:	
	Understandable	1.96
	Informative	2.12
	Helpful	1.96
	Recent	2.19
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.10
	Stimulating	2.68
	Necessary	2.22
D.	The unit objectives were:	
	Satisfying	2.28
	Helpful	2.14
E.	The specific objectives were:	
	Satisfying	2.24
	Helpful	2.19
F.	I thought the transparencies were:	
	Helpful	2.52
	Necessary	2.65
	Interesting	2.75
G.	The unit tests were:	
	Fair	1.90
	Complete	1.86

TABLE 50

MEAN STUDENT EVALUATION RESPONSES

PRESENTATION

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.90
B.	In general, I thought the information sheets were:	
	Understandable	2.05
	Informative	2.28
	Helpful	2.14
	Recent	2.23
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.21
	Stimulating	2.81
	Necessary	2.33
D.	The unit objectives were:	
	Satisfying	2.37
	Helpful	2.22
E.	The specific objectives were:	
	Satisfying	2.38
	Helpful	2.18
F.	I thought the transparencies were:	
	Helpful	2.65
	Necessary	2.67
	Interesting	2.87
G.	The unit tests were:	
	Fair	2.10
	Complete	2.05

TABLE 51

MEAN STUDENT EVALUATION RESPONSES

OVERCOMING OBJECTIONS, CLOSE, SUGGESTION SELLING, AND REASSURANCE

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.90
B.	In general, I thought the information sheets were:	
	Understandable	2.05
	Informative	2.28
	Helpful	2.14
	Recent	2.23
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.21
	Stimulating	2.81
	Necessary	2.33
D.	The unit objectives were:	
	Satisfying	2.37
	Helpful	2.22
E.	The specific objectives were:	
	Satisfying	2.38
	Helpful	2.18
F.	I thought the transparencies were:	
	Helpful	2.65
	Necessary	2.67
	Interesting	2.87
G.	The unit tests were:	
	Fair	2.10
	Complete	2.05

TABLE 52

MEAN STUDENT EVALUATION RESPONSES

DISPLAY

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.92
B.	In general, I thought the information sheets were:	
	Understandable	1.94
	Informative	2.05
	Helpful	1.97
	Recent	2.26
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.21
	Stimulating	2.47
	Necessary	2.17
D.	The unit objectives were:	
	Satisfying	2.37
	Helpful	2.14
E.	The specific objectives were:	
	Satisfying	2.34
	Helpful	2.29
F.	I thought the transparencies were:	
	Helpful	2.14
	Necessary	2.33
	Interesting	2.45
G.	The unit tests were:	
	Fair	2.17
	Complete	2.06

TABLE 53

MEAN STUDENT EVALUATION RESPONSES

ADVERTISING MEDIA

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	1.95
B.	In general, I thought the information sheets were:	
	Understandable	2.13
	Informative	2.11
	Helpful	2.13
	Recent	2.26
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.43
	Stimulating	2.80
	Necessary	2.35
D.	The unit objectives were:	
	Satisfying	2.53
	Helpful	2.41
E.	The specific objectives were:	
	Satisfying	2.35
	Helpful	2.36
F.	I thought the transparencies were:	
	Helpful	2.52
	Necessary	2.41
	Interesting	2.73
G.	The unit tests were:	
	Fair	2.22
	Complete	2.18

TABLE 54

MEAN STUDENT EVALUATION RESPONSES

ADVERTISING LAYOUT

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	2.01
B.	In general, I thought the information sheets were:	
	Understandable	2.20
	Informative	2.25
	Helpful	2.29
	Recent	2.30
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.49
	Stimulating	2.60
	Necessary	2.45
D.	The unit objectives were:	
	Satisfying	2.52
	Helpful	2.29
E.	The specific objectives were:	
	Satisfying	2.49
	Helpful	2.17
F.	I thought the transparencies were:	
	Helpful	2.33
	Necessary	2.46
	Interesting	2.70
G.	The unit tests were:	
	Fair	2.22
	Complete	2.46

TABLE 55

MEAN STUDENT EVALUATION RESPONSES

MERCHANDISING

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	2.18
B.	In general, I thought the information sheets were:	
	Understandable	2.77
	Informative	2.61
	Helpful	2.58
	Recent	2.43
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.53
	Stimulating	3.08
	Necessary	2.57
D.	The unit objectives were:	
	Satisfying	2.83
	Helpful	2.51
E.	The specific objectives were:	
	Satisfying	2.14
	Helpful	2.57
F.	I thought the transparencies were:	
	Helpful	2.94
	Necessary	3.00
	Interesting	3.20
G.	The unit tests were:	
	Fair	2.82
	Complete	2.25

TABLE 56

MEAN STUDENT EVALUATION RESPONSES

STORE ORGANIZATION

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	2.05
B.	In general, I thought the information sheets were:	
	Understandable	2.23
	Informative	2.30
	Helpful	2.33
	Recent	2.30
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.32
	Stimulating	2.78
	Necessary	2.49
D.	The unit objectives were:	
	Satisfying	2.47
	Helpful	2.41
E.	The specific objectives were:	
	Satisfying	2.49
	Helpful	2.43
F.	I thought the transparencies were:	
	Helpful	2.57
	Necessary	2.52
	Interesting	2.79
G.	The unit tests were:	
	Fair	2.20
	Complete	2.17

TABLE 57

MEAN STUDENT EVALUATION RESPONSES

ECONOMICS OF FREE ENTERPRISE

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	2.11
B.	In general, I thought the information sheets were:	
	Understandable	2.44
	Informative	2.31
	Helpful	2.45
	Recent	2.27
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.61
	Stimulating	2.74
	Necessary	2.54
D.	The unit objectives were:	
	Satisfying	2.81
	Helpful	2.46
E.	The specific objectives were:	
	Satisfying	2.55
	Helpful	2.48
F.	I thought the transparencies were:	
	Helpful	2.55
	Necessary	2.83
	Interesting	2.86
G.	The unit tests were:	
	Fair	2.47
	Complete	2.45

TABLE 58

MEAN STUDENT EVALUATION RESPONSES

GOVERNMENT AND THE AMERICAN MARKET

	Item	Mean Responses
A.	The materials and equipment needed to complete my assignment were:	
	Available	2.53
B.	In general, I thought the information sheets were:	
	Understandable	2.89
	Informative	2.66
	Helpful	2.76
	Recent	2.47
C.	As a learning aid, I found the assignment sheets:	
	Helpful	2.77
	Stimulating	3.26
	Necessary	2.80
D.	The unit objectives were:	
	Satisfying	2.98
	Helpful	2.5
E.	The specific objectives were:	
	Satisfying	3.82
	Helpful	2.76
F.	I thought the transparencies were:	
	Helpful	3.16
	Necessary	3.02
	Interesting	3.22
G.	The unit tests were:	
	Fair	2.91
	Complete	2.50